

Comprehensive Counseling and Guidance Program
Annual Report 2004-05

School: Bennion Junior High

Are we making progress toward our goals?

- Establish unprecedented low counselor to student ratios.
- Hold individual SEOP intervention meetings with every student at least once during the school year.
- Deliver at least one guidance activity per grade each term.
- Carry out “best practices” for record keeping and tracking of the work you do with every student.
- Identify students for a “snap shot” group who need more SEOP interventions than other students and report measurable results or outcomes of your work with these students. (USOE “Closing the Gap Action Plan” requirement)

ENTERED

System Support

Describe your schools system for tracking and keeping record of your individual [SEOP] meetings/interventions with students. (Attach a separate sheet if necessary.)

We use excel files to keep track of activities with students and parents. The excel spreadsheets, which are in a shared folder, can be accessed by the counselors and the guidance assistant.

In what ways does your school use the district developed SEOP folder?

We use the SEOP folders for signature verification of meetings with parents and to hold handouts from guidance lessons.

What would you consider a “best practice” for SEOP folder utilization – for counselors and for students?

We feel the folders may be more complex than they need to be. Also, we have mixed feelings about the utility of sending the folders to the high schools.

Individual Planning	<i>Counselor Amie Delaney</i>	<i>Counselor Christi Reed</i>	<i>Counselor Roger Ashton</i>	<i>Counselor</i>	<i>Counselor</i>	<i>Counselor</i>	<i>Totals</i>
Total number of students by counselor caseload (<i>actual number of students from the beginning of the school year – adds and drops included</i>).	360	396	318 (On prior report, # was wrong.)				1074
Number of students in counselor caseload who have had an individual SEOP intervention meeting with their counselor during the school year.	353	349	307				1009
Number of parents who have met with their student and a counselor in an individual SEOP intervention meeting during the school year.	146	156	194				496
Total number of individual OP intervention meetings by counselor with all students (cumulative).	1887	2118	2197				6202

Guidance Curriculum

List counselor *classroom presentations* by grade level and topics addressed. (Attach separate sheet if needed.)

Topic	By Counselor and grade	Scope and Sequence materials used (Yes or No)	Date
Roger Ashton:			
1. CD lesson # 7 – 7 th grade	7 th	Yes	Nov 11, 04
2. CD lesson # 9 – 7 th grade	7 th	Yes	Nov 13, 04
3. High School Opportunities	9 th	No	Nov 5, 04
4. High School Requirements, etc.	9 th	No	Nov 19, 04
5. CD lesson # 11	7 th	Yes	Jan 13, 05
6. Progress toward graduation: Review of High School Opportunities	9 th	No	Feb 4, 05
7. CD lesson # 13	7 th	Yes	Mar 22, 05
8. CD lesson # 15	7 th	Yes	Apr 6, 05
9. Year End Review: Progress Toward Graduation, Making Future Plans	9 th	No	Apr 26, 05
Amie Delaney			
1. CD lesson # 7	7 th	Yes	Nov 2, 04
2. CD lesson # 9	7 th	yes	Nov 11, 05
3. CD lesson # 6	7 th	Yes	Oct 13, 04
4. CD lesson # 7	7 th	Yes	Nov 3, 04
5. CD lesson # 11	7 th	Yes	Jan 11, 05
6. Career Planning & Reality Town preparation	9	No	Jan 15, 05
7. 8 th grade registration	7 th	No	Feb 18, 05
8. 8 th grade registration follow up and discussion	7 th	No	Feb 25, 05
9. CD lesson # 13	7 th	Yes	Mar 17, 05
10. Character Education – Honesty	7 th	No	Apr 6, 05
hristi Reed			
1. CD lesson # 6	7 th	Yes	Oct 12, 04

2. CD lesson # 7	7 th	Yes	Nov 2, 04
3. Depression/Suicide	8 th	No	Dec 1, 2, 04
4. Study Skills	8 th	No	Dec 22, 04
5. Diversity and Teamwork	8 th	No	Dec 20, 22, 04
6. CD lesson # 9	7 th	Yes	Jan 10, 05
7. CD lesson # 11	7 th	Yes	Feb 8, 05
8. Ninth-grade registration and high school graduation requirements.	8 th	No	Feb 14, 15, 16, 17, 05
9. CD 13/Character Education	7 th	Yes	Mar 16, 05
10. CD lesson # 15	7 th	Yes	Apr 5, 05

Guidance Curriculum Evaluation

Have you evaluated the effectiveness of at least one guidance curriculum activity during the school year?

(What did the students learn by participating in the guidance activity, etc.?) *

Guidance lessons on depression and suicide were delivered to 8th grade students in health class. Pre-tests and post-tests were administered to determine student knowledge of truths and myths about depression and suicide as well as recognizing symptoms and seeking help for both of these issues. Students who had health 1st semester demonstrated an improved understanding by 45% while students in 2nd semester showed an increase of 40 %.

Counselor

Counselor

Counselor

Guidance Assistant

Principal

Counselor

Counselor

Counselor

Career Counselor (high schools)

Date

5/31/5

May 2005

Granite District Guidance Program “Snap Shot” Action Plan and Results

Small Group/USOE “Closing the Gap”

School: Bennion Junior High

Counselors participating in the project: Roger Ashton, Amie Delaney, Christi Reed

Focus Area: Increase the number of SEOP intervention meetings for identified students (“snap shot”) group.

Project Description – Statement of Need: Who are the students you have identified for your “snap shot” group and why do they need more SEOP intervention meetings than other students in the school?

At the beginning of second term, each counselor selected a group of students who had excessive tardies. Our goal was to work with these students one-on-one to help them reduce their tardies and improve their attitude regarding school.

We initially selected 36 students. Five of the students transferred to other schools before the project was completed.

1. Planned Actions (Process Data)

Depending on individual needs, counselors met with the students on an ongoing basis. Several students checked in with the counselor at the end of each school day. Other students carried individual tracking sheets. Counselors offered rewards in the form of positive reinforcement, treats, and school privileges. Consequences, which included before and after school detention and suspension, were given for continued tardies.

2. Expected Outcomes (What do you anticipate?)

We anticipated that the rate of tardies would decrease. We also hoped that we would see an increase in student grade point averages.

3. Results Data

Were planned actions completed?

What are the measurable outcomes or results? Attach your documentation (numbers, etc.)

Tardies decreased 15 percent from 2nd term to 3rd term. The project is ongoing and we will have results for 4th term at the end of the school year. The GPA of the students did not increase.

Guidelines:

 **ENTERED**

Comprehensive Counseling and Guidance Program
Annual Report 2004-05

School Bonnewille Jr.

Are we making progress toward our goals?

- Establish unprecedented low counselor to student ratios.
- Hold individual SEOP intervention meetings with every student at least once during the school year.
- Deliver at least one guidance activity per grade each term.
- Carry out "best practices" for record keeping and tracking of the work you do with every student.
- Identify students for a "snap shot" group who need more SEOP interventions than other students and report measurable results or outcomes of your work with these students. (USOE "Closing the Gap Action Plan" requirement)

ENTERED

System Support

Describe your schools system for tracking and keeping record of your individual [SEOP] meetings/interventions with students. (Attach a separate sheet if necessary.)

see attachment...

In what ways does your school use the district developed SEOP folder?

What would your school consider a "best practice" for SEOP folder utilization - for counselors and for students?

	7	8	9				
Individual Planning	<i>Counselor</i> <i>Boone</i>	<i>Counselor</i> <i>Linder</i>	<i>Counselor</i> <i>Olson</i>	<i>Counselor</i>	<i>Counselor</i>	<i>Counselor</i>	<i>Totals</i>
Total number of students by counselor caseload (actual number of students from the beginning of the school year - adds and drops included).	<u>307</u> 397 (+90)	<u>343</u> 405 (+62)	<u>289</u> 366 (+77)				<u>939</u> 1168 +229
Number of students in counselor caseload who have had an individual SEOP intervention meeting with their counselor during the school year.	302 (enrollment @ time of SEOP R.R.)	319	291				912
Number of parents who have met with their student and a counselor in an individual SEOP intervention meeting during the school year.	139 46%	138 43%	87 30%				364
Total number of individual SEOP intervention meetings by counselor with all students (c. ative).	<i>- see the Excel printout - it is an approximate indication - by no means totally accurate!</i>						

Guidance Curriculum

List counselor *classroom presentations* by grade level and topics addressed. (Attach separate sheet if needed.)

Topic	Grade Level	Scope and Sequence materials used (Yes or No)	Date
Chances	9		Nov
Career Futures	8		
Career Futures	7		Dec.
Success Presentation	8		Fall/Spring
Real Game	7		Spring
Perkins Town	9	no	Feb
High School Orientation	9		Sept
H. High Orientation	7	yes	Sept
Decision Making / Responsibility	9	yes	Mar
T.L.C. Activities	7		Oct-Apr
misc groups	7, 8, 9	yes	Oct-Mar

Guidance Curriculum Evaluation

Have you evaluated the effectiveness of at least one guidance curriculum activity during the school year?
(Did the students learn by participating in the guidance activity, etc.?)

see attachment...

Neil Finkel
Counselor

Linda Bryden
Counselor

Ed Colley
Counselor

Counselor

Counselor

Counselor

Guidance Assistant

Career Counselor (high schools)

Principal

Date

Annual Report 2004-2005

System Support

Record Keeping:

Students sign in when they see us and periodically we give these to our assistant and she enters the information into Excel. This works well on the day to day encounters with students, but when we are seeing them in quantity, or in a more "rapid fire" manner, it tends to fall apart. But, for the most part, we record most of our visits and more of our interventions.

We also have a card on each of our students, with their school picture attached, that we use to record significant issues/interventions and pertinent data.

SEOP Folders:

We keep a record of the career interests that the students select in the lab on the folder and have them and their parents sign the folder at the time of the SEOP conference. The remainder of the time the folder simply holds their CRT results and IOWA results in the case of 8th grade and the lab printouts until the conference. If we could have more class time with the students we would do additional activities that the folders suggests, ie. Personal Profile and Self-Awareness.

In discussions with Cottonwood High, the folders are filed where the students can access them to record information or store hard copies of things once they get there, but the general consensus is that they would like to move to electronic record keeping. In talking with Dick Palmer, they are not using e-Choices much anymore as it is too difficult to access in large numbers. There are several things he is trying...? We will continue to use a folder, be it a printed one or simple manila one.

Guidance Curriculum Evaluation:

We have lots of fun with all our activities we do with the kids. You can see the wheels turning, especially with the 7th graders. But the biggest impact I've seen so far is with the 9th graders and Reality Town.

We go into the geography classrooms after first quarter grades come out and have the students select their occupation based on their G.P.A. This is when you begin to hear the comment; "... I need to get better grades..." or "... I need to work harder..." When they get their scenarios "reality" begins to settle in...worried looks...etc. Finally "game" day is a real eye-opener. "I've got to get another job...", "I can't afford all these kids!", and so forth.

The incoming 7th graders were already talking about it when we were registering them this Spring. Obviously their older siblings have taken the experience home with them! Getting parent volunteers is hardly a problem anymore...they LOVE it!

We have hard copies of the evaluations. Great reading!

May 20

Granite District Guidance Program "Snap Shot" Action Plan and Results

Small Group/USOE "Closing the Gap"

School: Bannerille Jr.

Counselors participating in the project: Erin Clegg, Linda Bryden, Neil Fackel

Focus Area: Increase the number of SEOP intervention meetings for identified students ("snap shot") group.

Project Description – Statement of Need: Who are the students you have identified for your "snap shot" group and why do they need more SEOP intervention meetings than other students in the school?

5 girls & 6 boys. Most were in the 1.0-2.0 GPA range at the beginning of the year. One boy was at 0.11 at the beginning of the year. The students between 1.0-2.0 were identified because they were students bordering on failing grades but seemed capable & willing to improve. They all expressed a desire to change.

1. Planned Actions (Process Data)

meet with students at least once a month to set goals, discuss grades and talk about how these grade can be improved. ^{emphasis on} encouraging each student in their progress

2. Expected Outcomes (What do you anticipate?)

Students will improve ^{grades} as a result of someone monitoring their grades & encouraging them to improve.

3. Results Data

Were planned actions completed?

What are the measurable outcomes or results? Attach your documentation (numbers, etc.)

The planned actions were completed & data was collected monthly. Results showed overall improvement of students grades. Students from the snapshot list improved more than a control group of students who started out with similar GPA's. Students in the snapshot group also developed a working relationship w/ their counselor which facilitated conversation about individual concerns ~~about grades~~ in academic, social & personal areas.

Guidelines:

Approach the project as a team – the same goals and planned actions to support a guidance program rather than individual counselor positions in your school. Participation in this project is a requirement from the USOE for on-going funding.



ENTERED

**Comprehensive Counseling and Guidance Program
Annual Report 2004-05**

School Brockbank Jr. High

ENTERED

Are we making progress toward our goals?

- Establish unprecedented low counselor to student ratios.
- Hold individual SEOP intervention meetings with every student at least once during the school year.
- Deliver at least one guidance activity per grade each term.
- Carry out "best practices" for record keeping and tracking of the work you do with every student.
- Identify students for a "snap shot" group who need more SEOP interventions than other students and report measurable results or outcomes of your work with these students. (USOE "Closing the Gap Action Plan" requirement)



System Support

Describe your schools system for tracking and keeping record of your individual [SEOP] meetings/interventions with students. (Attach a separate sheet if necessary.)

- **All Brockbank counselors maintain an EXCEL spreadsheet that lists the student name, date of meeting, and comments regarding the meeting.**

In what ways does your school use the district developed SEOP folder?

- At the start of 7th grade, an SEOP folder is made for each student. At the 7th, 8th, and 9th grade SEOP conferences, the current CRT/SAT testing is put in the folder. The students and parents are given time during the conferences to review/ask questions about the testing. Paperwork is completed during the 7th, 8th, and 9th grade SEOP. That paperwork is included in the SEOP conference. 9th grade Reality Town documentation is also included in the SEOP folders. Following the 9th grade year, the folders are transferred to the attending high school.

What would you consider a "best practice" for SEOP folder utilization – for counselors and for students?

- **One folder is developed for each student. This folder is used in all the secondary SEOP conferences.**
The SEOP folder transfers with the student, similar to the cum folder.
- **Past SEOP documentation is included in the folder.**

Individual Planning	<i>Carroll 7th Grade, Units</i>	<i>Stejskal 9th Grade</i>	<i>Wallace 8th Grade</i>	<i>Totals</i>
Total number of students by counselor caseload (<i>actual number of students from the beginning of the school year – adds and drops included</i>).	418	345	379	1142
Number of students in counselor caseload who have had an individual SEOP intervention meeting with their counselor during the school year.	418	345	379	1142
Number of parents who have met with their student and a counselor in an individual SEOP intervention meeting during the school year.	62	254	133	449
Total number of individual SEOP intervention meetings by counselor with all students (cumulative).	1523	1625	1361	4509

Guidance Curriculum

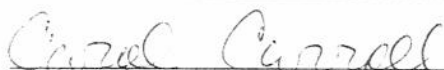
List counselor *classroom presentations* by grade level and topics addressed. (Attach separate sheet if needed.)

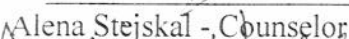
Topic	Grade Level	Scope and Sequence materials used (Yes or No)	Date
Scavenger Hunt	7	No	7/04
Orientation	7	No	7/04
Truancy	7	No	8/04
TLC #6	7	No	11/04
TLC #9	7	No	12/04
Bullying	7	No	1/05
TLC #11	7	No	2/05
Test Taking	7	No	3/05
TLC #15	7	No	4/05
TLC #16	7	No	5/05
Truancy	8	No	8/04
Suicide Prevention	8	No	9/04 11/04 3/05
Top 10 Things in Life	8	No	4/05
Truancy	9	No	8/04
Making High School Count	9	No	9/04
Who Wants to Be A High School Graduate	9	No	9/04
Reality Town	9	No	11/04

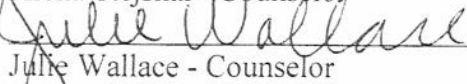
Guidance Curriculum Evaluation

Have you evaluated the effectiveness of at least one guidance curriculum activity during the school year?
(What did the students learn by participating in the guidance activity, etc.?)

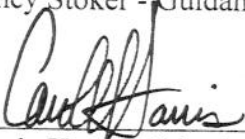
- **All our 9th grade students participate in Reality Town. At the end of their Reality Town session each student is given an evaluation sheet. There are several questions they are asked, in particular they are asked what they learned by participating in Reality Town.**


Carol Carroll - Counselor


Alena Stejskal - Counselor


Julie Wallace - Counselor


Nancy Stoker - Guidance Assistant


Carole Harris - Principal

May 11, 2005
Date

Student Success Plan – “Snap Shot” Group/USOE “Closing the Gap” Action Plan

School: Brockbank Jr. High – Magna, Utah

Counselors participating in the project: Carol Carroll, Alena Stejskal, Julie Wallace

Focus Area: Increase days of student attendance

Statement of Need: Brockbank students miss an average of 13.0 days of school per year. Students cannot learn if they are not in school. Daily school attendance will increase their school success today and for the future.

Project Description:

1. Teach students the importance of school attendance and the consequences of non-school attendance.
2. Reward students for good school attendance.

Planned Actions:

1. Present to entire school our policy on truancy in a fun power point presentation.
2. Quarterly activity for students who have 100% attendance.
3. Thumbs up/heads up quarterly with 7th and 8th grade teams.
4. Parent/student newsletter with truancy reminders.

Expected Outcomes:

1. Maintain or decrease 13.0 missed days of school per year/per student.
2. Maintain or decrease truancy referrals at 24.

End of year report:

1. All 7th 8th and 9th grade students participated in the truancy presentation.
2. Quarterly activities included: Birds of Prey Assembly (1st Quarter), Pizza Party (2nd Quarter), Bowling (3rd Quarter)
3. Thumbs up/heads up meetings with 7th/8th grade teams at midterm.
4. August newsletter included information on attendance.

Measurable outcomes:

- Average days missed as of May 10, 2005: 13.4
- Truancy referrals as of May 6, 2005: 27

**Comprehensive Counseling and Guidance Program
Annual Report 2004-05**

School Churchill Jr. High School

we making progress toward our goals?

- Establish unprecedented low counselor to student ratios.
- Hold individual SEOP intervention meetings with every student at least once during the school year.
- Deliver at least one guidance activity per grade each term.
- Carry out ""best practices"" for record keeping and tracking of the work you do with every student.
- Identify students for a "snap shot" group who need more SEOP interventions than other students and report measurable results or outcomes of your work with these students. (USOE "Closing the Gap Action Plan" requirement)

ENTERED



System Support

Describe your schools system for tracking and keeping record of your individual [SEOP] meetings/interventions with students. (Attach a separate sheet if necessary.)

The district provided tracking spreadsheet

In what ways does your school use the district developed SEOP folder?

- To track Individual Personal Goals and Interests, Career Exploration and Education Planning
- To store worksheets from Guidance Curriculum and Testing Results which is shared with parents during SEOP Meetings

What would you consider a "best practice" for SEOP folder utilization – for counselors and for students?

The Skyline NETWORK Advisory Meetings have found that using the SEOP Folder from 7th grade through High School gives students a great opportunity to record and reflect over time on personal, educational and career interest information

Individual Planning	Counselor	Counselor	Counselor	Counselor	Counselor	Counselor	Totals
Total number of students by counselor caseload (<i>actual number of students from the beginning of the school year – adds and drops included</i>).							
Number of students in counselor caseload who have had an <i>individual</i> SEOP intervention meeting with their counselor during the school year.							
Number of parents who have met with their student and a counselor in an <i>individual</i> SEOP intervention meeting during the school year.							
Total number of <i>individual</i> OP intervention meetings by counselor with all students (cumulative).							

**Please
See Attached Sheet**

Guidance Curriculum

List counselor *classroom presentations* by grade level and topics addressed. (Attach separate sheet if needed.)

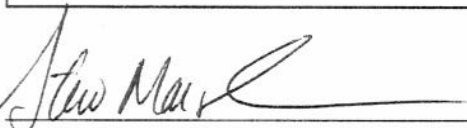
Topic	Grade Level	Scope and Sequence materials used (Yes or No)	Date

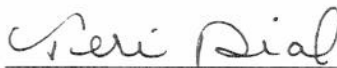
Please
See Attached Sheet

Guidance Curriculum Evaluation

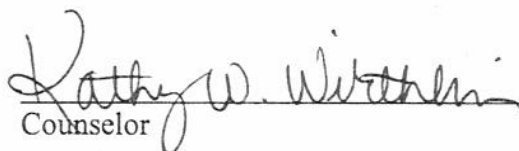
Have you evaluated the effectiveness of at least one guidance curriculum activity during the school year?
(What did the students learn by participating in the guidance activity, etc.?)

A class presentation on 'STRESS' was directed towards seventh grade students. A test was given to determine if a student was experiencing any of the symptoms of stress. After the instruction concerning what stress is, how it is identified, the causes, and the ways to remove those factors so as to alleviate stress, humorous examples are given. Humor has been shown to lessen stressful situations. Then those students who are identified by the pre-test as those who might exhibit high stress are called down to the Counseling Office to take the test again (post-test). If high levels of stress are still manifest, the students are counseled again of ways to mitigate the stressful situations. A telephone call to the parent is warranted if evidences of global STRESS appear to be negatively impacting their student.


Counselor


Guidance Assistant

5/24/05
Date


Counselor


Principal

CHURCHILL JR. HIGH
Counselor's Data Information Report
1st Semester & 2nd Semester
2004-05

Counselor	Case Load	Number of students who have met individually with counselors	Number of individual meetings by counselors with students	Number of parents meetings
Kathy Wirthlin 7 th Grade 9 th A - K	353	351	717	176
Stew Marsh 8 th Grade 9 th L - Z	367	363	738	181

Guidance Curriculum

7th Grade

Jump Start Day	August 19 th
SEOP Orientation	August 24 th
Stress Prevention Presentations	October 4 th & 5 th
CDA #6	October 18 th – 21 st
CDA #9	November 17 th & 18 th
Harassment Assembly	November 23 rd
Suicide Prevention Assembly	December 17 th
CDA #11	January 24 th – 26 th
Registration for 2005-06	Begins March 1 st
CDA #13, 15, 19 w/Parents	March 7 th & 8 th
CONNECT for failing students	End of each Term
Charger "Choices" Meetings	Ongoing

8th Grade

Career Futures Interest Inventory	October 13 th & 14 th
Career Futures Make-Up's	October 22 nd & 25 th
Harassment Assembly	November 23 rd
Suicide Prevention Assembly	December 17 th
Registration for 2005-06	Begins March 1 st
SEOP Meetings with Parents	Ongoing
CONNECT for failing students	End of each Term
Charger "Chews" Meetings	Ongoing

9th Grade

High School Success Presentation	September 13 th & 14 th
"Making It Count" Assembly w/Parents	November 9 th
Harassment Assembly	November 23 rd
Suicide Prevention Assembly	December 17 th
E-Choices Exploration w/Parents	February 7 th & 8 th
Reality Town	April 20 th
Charger "Chats" Meetings	Ongoing

****Due to the fact that Scope and Sequence materials have not been provided to Churchill Jr. High, these materials were unable to be used this year in our Guidance Curriculum**

May 2005

Granite District Guidance Program “Snap Shot” Action Plan and Results

USOE “Closing the Gap”

School: Churchill Jr. High School

Counselors participating in the project: Kathy W. Wirthlin, Stewart O. Marsh

Focus Area: Increase the number of SEOP intervention meetings for identified students (“snap shot”) group.

Project Description – Statement of Need: Ninth Grade students who are at-risk of academic failure (which may result in jeopardizing their high school graduation) need additional counselor intervention.

1. Planned Actions

- ◆ Individually counsel 9th grade students who are failing at mid-term(all 4 terms) and give them a current copy of their Progress Report
- ◆ Approximately two weeks later, check the current grades; if the student is still failing, mail to parents a copy of the updated Progress Report along with a letter suggesting ways to help the student improve.
- ◆ Encourage the parent to improve communication with the school through an SEOP intervention with the counselor, parent, student.
- ◆ 9th Grade students who fail a class at term meet with the counselor and are given information about an after-school remediation program held at Skyline High.
- ◆ Parents are mailed home a Granite Peaks ‘Permission to Enroll’ form along with any pertinent flyers of remediation information.

2. Expected Outcomes

- ◆ Through counselor interventions and the SEOP process, fewer 9th Grade students would fail at the term than were failing at mid-term.
- ◆ Through counselor interventions and the SEOP process, less classes would be failed by 9th Graders.
- ◆ Through counselor interventions, 9th grade students failing an academic class at the end of the term would have a ‘plan’ for remediation encouraging future high school graduation.

3. Results Data

- ◆ All planned actions were completed during the school year.
- ◆ As evidenced by the data (see attached page), improvement of termgrades *as compared to mid-term* was shown.
- ◆ The data also evidenced improvement of number of classes failed *as compared to mid-term*
- ◆ For the few students who did fail, remediation options were discussed with the student and notification of the parent was consumated.
- ◆ Improved communication between counselor, student, and parent through the SEOP process also resulted.

Guidelines:

Approach the project as a team – the same goals and planned actions to support a guidance program rather than individual counselor positions in your school. Participation in this project is a requirement from the USOE for on-going funding.



Churchill Jr. High School
“Snap-Shot”
9th Grade Students
August 23, 2004 - May 15, 2005

Planned Actions	Measurable Outcomes				Improvement Results				YTD
Students/Classes	1 st Term	2 nd Term	3 rd Term	4 th Term	1 st	2 nd	3 rd	4 th	
Number of STUDENTS failing any class at Mid-Term	33	54	60	58					202
Number of STUDENTS failing any class at End of Term	14	5	10	N/A	+19	+46	+50	N/A	115
Cumulative number of CLASSES failed at Mid-Term	49	97	106	106					398
Cumulative number of CLASSES failed at End of Term	18	17	12	N/A	+31	+80	+94	N/A	47
Parent Notification									
Number of Parent Post Mid-Term notifications of failure	25	29	34	49					137
Number of Remediation Notifications	9	5	10	N/A					24

N/A ~ Information not available until after 4th Term

YTD ~ Information as of May 15, 2005

Comprehensive Counseling and Guidance Program
Annual Report 2004-05

School Eisenhower Jr. High

Are we making progress toward our goals?

- Establish unprecedented low counselor to student ratios.
- Hold individual SEOP intervention meetings with every student at least once during the school year.
- Deliver at least one guidance activity per grade each term.
- Carry out "best practices" for record keeping and tracking of the work you do with every student.
- Identify students for a "snap shot" group who need more SEOP interventions than other students and report measurable results or outcomes of your work with these students. (USOE "Closing the Gap Action Plan" requirement)

System Support

Describe your schools system for tracking and keeping record of your individual [SEOP] meetings/interventions with students. (Attach a separate sheet if necessary.) Each counselor keeps an intervention log we call "TICK" sheets. The sheets keep track of students seen, reason we see them, and if the parents attend. The Comp. Guidance Asst. then takes the information from the tick sheets and inputs it on an excel spreadsheet.

In what ways does your school use the district developed SEOP folder? Each student has a folder. They are kept in a file cabinet by grade. They are used during guidance curriculum activities and all data is kept in them including all test scores. We also have student, counselor and parent sign them. We give the 9th graders their folders during the last SEOP.

What would you consider a "best practice" for SEOP folder utilization – for counselors and for students? A folder should be kept on each student K-12(SEP/SEOP). Counselors can then see goals and interests coming from 6th grade. The folder should then continue on to the high schools just like the CUM folders. We can continue to follow career choices.

Individual Planning	<i>Nick Young</i>	<i>Tom Young</i>	<i>Laney Long</i>	<i>Bess Brown</i>	<i>Counselor</i>	<i>Counselor</i>	<i>Totals</i>
Total number of students by counselor caseload (<i>actual number of students from the beginning of the school year – adds and drops included</i>).	368	318	270	388			
Number of students in counselor caseload who have had an <i>individual</i> SEOP intervention meeting with their counselor during the school year.	362	298	259	369			
Number of parents who have met with their student and a counselor in an <i>individual</i> SEOP intervention meeting during the school year.	188	83	64	121			
Total number of <i>individual</i> SEOP intervention meetings by counselor with all students (cumulative).	1778	1151	817	1144			

 ENTERED

Guidance Curriculum

List counselor *classroom presentations* by grade level and topics addressed. (Attach separate sheet if needed.)

Topic	Grade Level	Scope and Sequence materials used (Yes or No)	Date
SEE ATTACHED			

Guidance Curriculum Evaluation

Have you evaluated the effectiveness of at least one guidance curriculum activity during the school year?
(What did the students learn by participating in the guidance activity, etc.?)

We evaluated the 8th grade curriculum through student surveys during the exit SEOP'S

Tom Young
Counselor

Shirley Long
Counselor

Whit Young
Counselor

Wendy Cochran
Guidance Assistant

Bess Brown
Counselor

Counselor

Counselor

Career Counselor (high schools)

Principal

Date

EISENHOWER JR. HIGH 2004-2005 YEAR END DATA

Eisenhower Jr. High	
Tom Young	
F-L	
Total number of students in Counselor's caseload	318
Total number of students who have met individually with their counselor during the year.	298
Total number of individual meetings (interventions) by counselor with students, cumulative.	1151
Total number of parents who have met individually with their student and counselor.	83

List of Guidance Activities taught in the classrooms during the year. Separate by, grade, date, and topic. Attach to the Year End Report (3x4 goal= one per grade per term)

8/25,8/26	7th grade	TLC orientation
10/4,10/7,10/8,10/11	7th grade	Beagley TLC
10/13,10/14,10/18,10/19	7th grade	Mc Guire TLC
10/21,10/22,10/25,10/26	7th grade	Merrell TLC
11/01/04,11/02/04	7th grade	Beagley SEOP
11/08/04,11/11/04	7th grade	McGuire SEOP
11/15/04,11/16/04	7th grade	Merrell SEOP
12/08,12/09,12/13,12/14	8th grade	Career curriculum
01/11	8th grade	responsibility
04/15/05	8th grade	respect& resp.
11/09,11/10,5/4,5/5	8th grade	suicide (health)
9/22,9/23	9th grade	orientation
11/29/04,12/02/04	9th grade	PTG'S
02/04/05,02/07/05	9TH grade	PTG'S
04/18/05	9th grade	PTG'S

Eisenhower Jr. High	
Nick Young	
A-E	
Total number of students in Counselor's caseload	368
Total number of students who have met individually with their counselor during the year.	362
Total number of individual meetings (interventions) by counselor with students, cumulative.	1778
Total number of parents who have met individually with their student and counselor.	188

Eisenhower Jr. High	
Laney Long	
M-Q	
Total number of students in Counselor's caseload	270
Total number of students who have met individually with their counselor during the year.	259
Total number of individual meetings (interventions) by counselor with students, cumulative.	817
Total number of parents who have met individually with their student and counselor.	64

Eisenhower Jr. High	
Bess Brown	
R-Z	
Total number of students in Counselor's caseload	388
Total number of students who have met individually with their counselor during the year.	369
Total number of individual meetings (interventions) by counselor with students, cumulative.	1144
Total number of parents who have met individually with their student and counselor.	121

May 2005

Granite District Guidance Program "Snap Shot" Action Plan and Results

Small Group/USOE "Closing the Gap"

School: EISENHOWER JR. HIGH

Counselors participating in the project: TOM YOUNG, NICK YOUNG, BESS BROWN, LANEY LONG

Focus Area: Increase the number of SEOP intervention meetings for identified students ("snap shot") group.

Project Description – Statement of Need: Who are the students you have identified for your "snap shot" group and why do they need more SEOP intervention meetings than other students in the school?

Snapshot group consists of 9th grade students who are in danger of failing, or have failed 1 or more qtrs. of either World Geography or English. They need additional SEOP intervention as neither of those classes can be made up at the high school - they can only be made up through summer or night school through Granite Peaks. And they cost money.

1. Planned Actions (Process Data)

All 9th graders (not just those referenced above) will receive quarterly PTO's with an explanation of what it means and how to interpret it. The snapshot group will additionally have individual conferences w/their counselors. They will contract with their counselor and analyse & process why they are failing and specifically what they need to do to pass. Conferences to be held quarterly if and as needed.

2. Expected Outcomes (What do you anticipate?)

Decrease in the number of 9th grade students not on line to graduate, particularly w/World Geography and English.

3. Results Data

Were planned actions completed?

What are the measurable outcomes or results? Attach your documentation (numbers, etc.)

Planned actions were completed.
All four of us saw some improvement in the number of snapshot group students who passed the class(es) they had contracted for (see attached statistics)

(note: one goal for next year would be to have much more uniformity and consistency amongst the 3 of us as to how we keep and compile statistics.)

Guidelines:

Approach the project as a team – the same goals and planned actions to support a guidance program rather than individual counselor positions in your school.
Participation in this project is a requirement from the USOE for on-going funding.



ENTERED

Eisenhower Jr. High Counseling Center
RESULTS RI 0RT 2004-2005

Goal or Type of Data: We hope to increase the number of students who pass English and Geography.

<u>Grade level</u>	<u>Data Collection:</u> lessons, post test, surveys, etc.	<u>Domain/Standard</u>	<u>Materials Used to improve student achievement.</u> <u>Classes or subjects used to deliver lessons/activities.</u>	<u>Starting Date</u> <u>Ending Date</u>	<u>Process Data:</u> <u># of Students impacted</u>	<u>Perception Data:</u> Compare pre and post activities. <u>Initial observations.</u>	<u>Results Data:</u> How did student's behavior or achievements change as a result of the lessons/activities.	<u>Implications</u> <u>So what does the data tell you? What are the implications and recommendations?</u>
9th	Midterms and end of term grades Terms 1 to 3. Last Year - 04 33% Failed one or both classes. This Year - 05 23% Failed one or both classes. 10% improvement over last year	Academic Behavioral School Climate	Personal Evaluation and Goal Sheet. Computer grading program. Progress Toward Graduation summary Career Guidance Activities & SEOP's. Skills for Success Class Action 3000 Class Parent Contacts	October 11 th 2004 April 22 th 2005	370 9 th Grade Students 15 Target Students	This year (05) 13% Failed one or both 1 st term. 2 nd term 14% failed one or both. 3 rd term 13% failed one or both. 83% Passed these classes!!!	End of 3 rd term!! 10% of the students failed English 9% failed Geography This year, 23% failed one or both. Target Group. (Nick Young) English passed 73% of the time! Geography passed 59% of the time!	This implies that the efforts of the counselors to meet with 9 th grade students to discuss high school credits and graduation, the PTG's and other classroom activities seems to have made some difference in student performance. Not as much as hoped!!! The target students also passed these two classes on a slightly higher percentage.
		Academic Behavioral School Climate						
		Academic Behavioral School Climate						

Sub Committee: Counseling Committee Goals Members: Nick Young Tom Young Laney Long Bess Brown

Date: _____

9TH GRADE FOCUS GROUP

Tom Young

Eisenhower Junior High

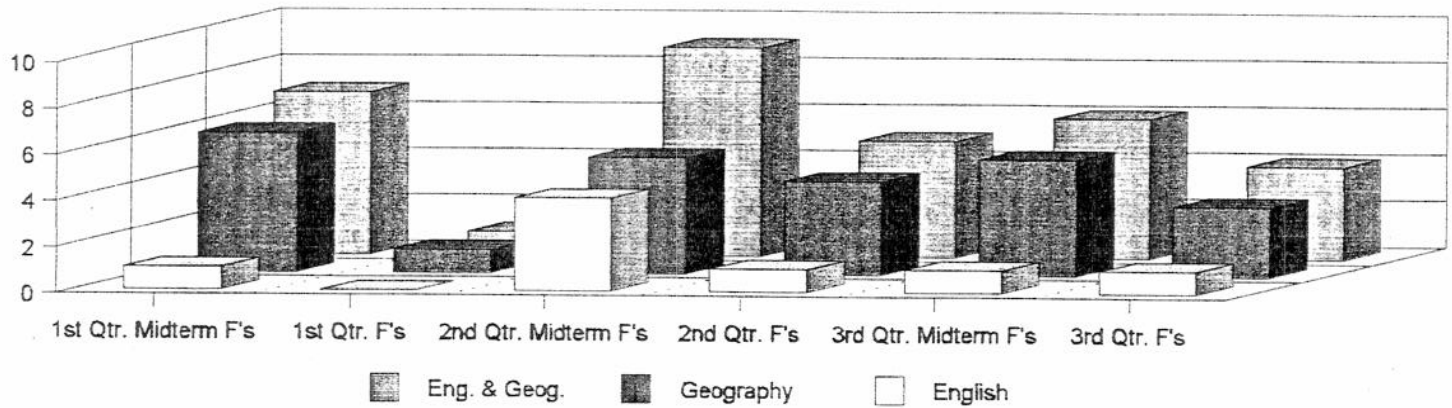
I selected 14 9th grade students who were in danger of failing English and/or Geography for my focus group and implemented a series of interventions. Some of these students were selected based on 1st quarter midterms and some were selected based on 2nd quarter midterms. Contracting was for English and/or Geography only. The interventions were as follows:

- . An initial conference with the student, discussing importance of education generally and high school graduation specifically. Discussion of graduation credit and consequences of failing classes.
- . Assessment, both by counselor and self-assessment by student, of reasons for failure, organizational skills, assignment completion, etc. and a formal contracting with specified goals and steps to be taken to reach those goals.
- . In some cases, referral to Skills for Success class
- . Periodic followup by counselor

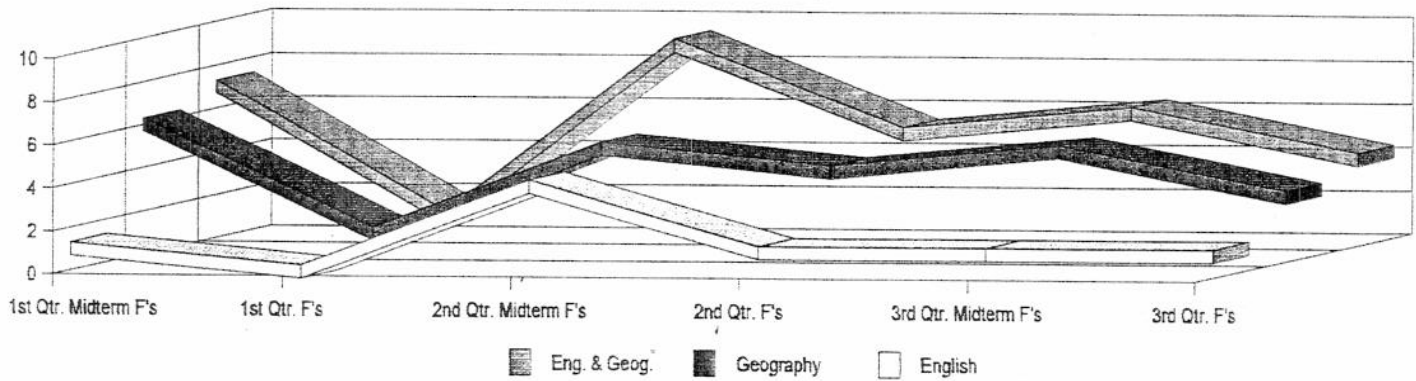
	Midterm 1 st qtr.F's&GPA	1 st qtr. F's & GPA	Midterm 2 nd qtr.F's&GPA	2 nd qtr. F's & GPA	Midterm 3 rd qtr.F's&GPA	3 rd qtr. F's & GPA
Student #1			Eng - 2.481	no - 2.708	no - 2.259	no - 2.042
Student #2			Geog - 2.630	Geog - 2.708	Geog - 2.519	Geog - 2.583
Student #3	Geog - 1.3	Geog - .833	Eng/Geog1.2	Eng/Geog.7	Eng/Geog.87	Eng/Geog.08
Student #4			Eng - 1.792	no - 1.917	no - 2.519	no - 2.333
Student #5			Geog - 1.875	no - 2.190	Geog - 2.083	no - 2.286
Student #6	Geog - 2.704	no - 2.619		Geog - 2.190	Geog - 1.583	no - 2.619
Student #7	Eng - .778	no - 1.750		no - 3.0	no - 1.482	Geog - 1.083
Student #8	Geog - 1.556	no - 1.857		no - 2.095	no - 2.750	no - 2.809
Student #9			Geog - 1.519	Geog - 1.792	Geog - 1.370	no - 2.042
Student #10			Geog - 2.1	no - 2.667	no - 1.852	no - 2.095
Student #11	Geog - 1.926	no - 2.792		no - 1.708	withdrawn	
Student #12	Geog - 1.667	no - 2.667		no - 3.0	no - 2.482	no - 3.5
Student #13			Eng - 1.481	no - 1.667	withdrawn	
Student #14	Geog - 1.778	no - 2.5		no - 2.167	no - 2.741	no - 3.0

RESULTS: 86% of students contracted with at 1st qtr. midterm pulled F(s) up to passing grade by term's end.
 71% of students contracted with at 2nd qtr. midterm pulled F(s) up to passing grade by term's end.
 50% of students had no further F's after first meeting/contracting with counselor.
 43% of students had a higher GPA 3rd qtr. than they did 1st and/or 2nd quarter.

9th Grade Focus Group



9th Grade Focus Group



NINTH GRADE SNAPSHOT GROUP

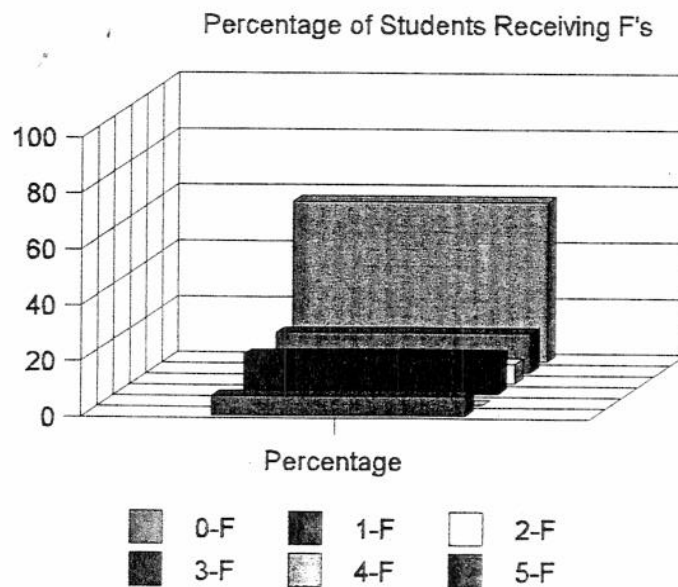
Bess Brown

Eisenhower Junior High School

I generated a list of all students who were failing at midterm of the first term. Twenty three students were failing at that time. I contacted each student on the original list. We received an intern counselor in October and reassigned students. Four of my original students were assigned to our new counselor. Five student withdrew from our school. I tracked the remaining fourteen students for the remainder of the year and implement a variety of intervention. I reviewed academic progress with each student and helped them identify contributing factors to their poor performance. We also set goals and developed specific steps of an action plan to improve the probability of them experiencing success. Some of the students were placed in a Skills for Success class, a class designed to help students with organizational and social skills. This class also gives students the opportunity to complete assignments with support from the teacher. Through third term, 8 of these students passed English and Geography each term, 2 received one F in Geography second term, one failed Geography and English second term, 2 received three F's over the three terms and 1 received five F's.

Percentage of F's in Geography and English during the first three terms

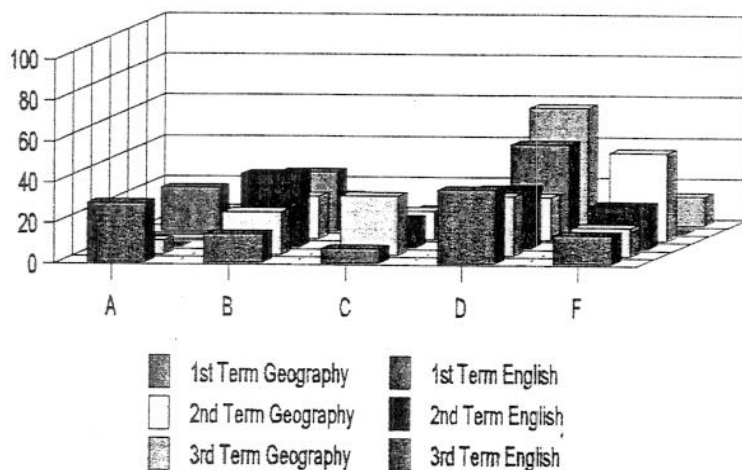
Number of F's	Percentage
0-F	57
1-F	14
2-F	7
3-F	14
4-F	0
5-F	7



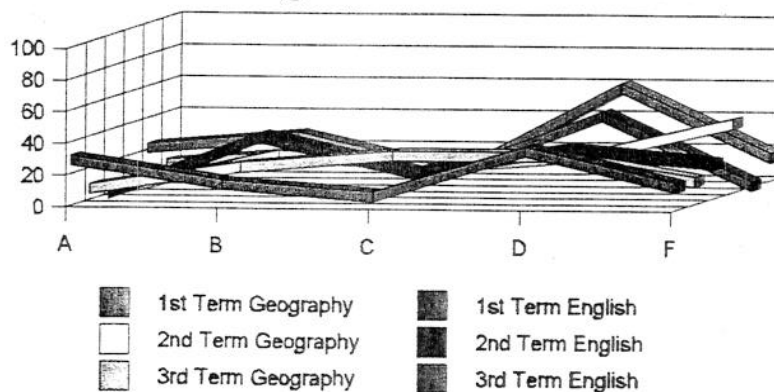
NINTH GRADE SNAPSHOT GROUP GRADES IN GEOGRAPHY AND ENGLISH

	A	B	C	D	F
1 st Term Geography	7	14	7	57	14
1 st Term English	21	29	7	43	0
2 nd Term Geography	0	21	14	21	43
2 nd Term English	0	36	14	29	21
3 rd Term Geography	7	21	29	29	14
3 rd Term English	29	14	7	36	14

Percentage Grade Distribution



Percentage Grade Distribution



**Comprehensive Counseling and Guidance Program
Annual Report 2004-2005**

School _____ Evergreen JHS _____

Are we making progress toward our goals?

- Establish unprecedented low counselor to student ratios.
- Hold Individual SEOP intervention meetings with every student.
- Deliver at least one guidance activity per grade each term.
- Carry out "best practices" for record keeping and tracking of the work counselors do with every student.
- Identify students for a "snap shot" group who need more SEOP interventions than other student and report measurable results or outcomes of your work with these students. (USOE "Closing the Gap Action Plan" requirement)

System Support

Describe your school's system for tracking and keeping record of your [SEOP] meetings/interventions with students.

(Attach a separate sheet if necessary)

All counselors each use the guidance report tally sheet, a "student request to see counselor" sheet, and our comprehensive guidance assistant to set up appointments. In addition, Mr. Tomasi uses a note book for individual information for each student and Mrs. Godin uses the comment file on HP.

In what ways does your school use the district developed SEOP folder?

We use the SEOP folder to store information regarding testing, career information, individual information and other classroom presentation to share with parents and students at SEOP meeting.

What would your school consider a "best practice" for SEOP folder utilization - for counselors and for students?

At the request of the Olympus High counselors, our feeder system is moving to an on-line folder which can be easily accessed by students, parents, and counselors at both levels. Students have on-line access to this program to work on their portfolio's individually and in groups, both at home and at school. Counselors can better introduce and guide students through career exploration and SEOP information while at Evergreen JHS.

<i>Individual Planning</i>	Nora Godin 8 th grade	John Tomasi 9 th grade	Heidi Lind 7 th grade	Totals
Total number of students by counselor caseload. (actual number of students from the beginning of the school year).	280	257	291	828
Number of students in counselor caseloads who have had an <i>individual</i> SEOP intervention meeting with their counselor during the school year.	251	258	326	841
Number of parents who have met with their student and a counselor in an <i>individual</i> SEOP intervention meeting with their counselor during the school year.	157	191	237	585
Total number of <i>individual</i> SEOP intervention meetings by counselor with all students (cumulative).	619	2005	1624	4248

 ENTERED

Guidance Curriculum

List counselor *classroom presentations* by grade level. Topics addressed. (Attach separate sheet if needed.)

<i>Topic</i>	<i>Grade Level</i>	<i>Scope and Sequence materials used (Yes or No)</i>	<i>Date</i>
6 th Grade Orientation	6	No	2/24/04
Back To School Night (Welcome to Evergreen)	7	No	8/18/04
TLC - orientation	7	No	8/24/04
TLC - interest inventories	7	Yes	9/20 & 9/22
Counselor Orientation: Trust & Lang of JH	7	No	10/25,26,27
7 th Grade SEOP	7	No	11/1,2,3
TLC - stereotyping	7	Yes	11/30
8 th grade registration	7	No	2/9,10,11
TLC - learning styles	7	Yes	12/2
TLC - Activity # 15	7	Yes	3/2
TLC- Activity # 16	7	Yes	3/7
TLC - "get all you can"	7	Yes	3/9
Welcome Back Orientation	8	No	8/24
ITBS Test Preparation	8	No	9/20-9/24
Failing 8 th grade follow-up	8	No	11/15-11/18
Utah Career Guide & Planning	8	No	12/15 & 16
6 th grade registration	8 (6)	No	01/18-21/05
6 th grade orientation for 2005-2006	8 (6)	No	01/26/05
US History - 8 th grade registration for 9th	8	Yes	02/
Welcome Back Orientation	9	No	8/24
Grades & Credits for HS	9	Yes	10/4 & 10/5
PTG - Progress Toward Graduation Review	9	No	11/3 & 11/4
Failing Student Presentation	9	Yes	11/8
Reality Town - Resume	9	No	12/13 & 1/5
Reality Town - Career Exploration	9	No	1/10 - 1/13
Reality Town - Interviews	9	No	1/19 & 1/20
Reality Town - Presentation, Checkbooks, Credit Cards & Insurance	9	No	1/27
Reality Town - 9 th grade preparation	9	No	2/2 & 2/3
Reality Town Simulation Day	9	No	2/4
Reality Town Recap	9	No	2/7 & 2/8

Guidance Curriculum

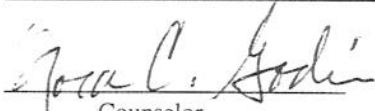
List counselor *classroom presentations* by grade level. Topics addressed. (Attach separate sheet if needed.)

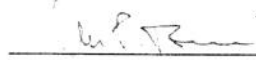
<i>Topic</i>	<i>Grade Level</i>	<i>Scope and Sequence materials used (Yes or No)</i>	<i>Date</i>
6 th Grade Orientation	6	No	2/24/04
Back To School Night (Welcome to Evergreen)	7	No	8/18/04
TLC - orientation	7	No	8/24/04
TLC - interest inventories	7	Yes	9/20 & 9/22
Counselor Orientation: Trust & Lang of JH	7	No	10/25,26,27
7 th Grade SEOP	7	No	11/1,2,3
TLC - stereotyping	7	Yes	11/30
8 th grade registration	7	No	2/9,10,11
TLC - learning styles	7	Yes	12/2
TLC - Activity # 15	7	Yes	3/2
TLC- Activity # 16	7	Yes	3/7
TLC - "get all you can"	7	Yes	3/9
Welcome Back Orientation	8	No	8/24
ITBS Test Preparation	8	No	9/20-9/24
Failing 8 th grade follow-up	8	No	11/15-11/18
Utah Career Guide & Planning	8	No	12/15 & 16
6 th grade registration	8 (6)	No	01/18-21/05
6 th grade orientation for 2005-2006	8 (6)	No	01/26/05
US History - 8 th grade registration for 9th	8	Yes	02/
Welcome Back Orientation	9	No	8/24
Grades & Credits for HS	9	Yes	10/4 & 10/5
PTG - Progress Toward Graduation Review	9	No	11/3 & 11/4
Failing Student Presentation	9	Yes	11/8
Reality Town - Resume	9	No	12/13 & 1/5
Reality Town - Career Exploration	9	No	1/10 - 1/13
Reality Town - Interviews	9	No	1/19 & 1/20
Reality Town - Presentation, Checkbooks, Credit Cards & Insurance	9	No	1/27
Reality Town - 9 th grade preparation	9	No	2/2 & 2/3
Reality Town Simulation Day	9	No	2/4
Reality Town Recap	9	No	2/7 & 2/8


Registration with Granite High Counselors	9	No	2/24
Eligibility for End of Year Activities & PTG	9	No	4/5 & 4/6
SE Asia Presentation in World Geography	9	No	4/19, 4/20 & 4/27
Choices Program Presentation & profile construction	9	No	4/21 & 4/22
District Counseling Survey	9	No	4/27, 5/2 & 5/3
Eligibility & graduation requirements, failing students	9	No	5/16

List groups held by counselors. Topics addressed. (Attach separate sheet if needed.)

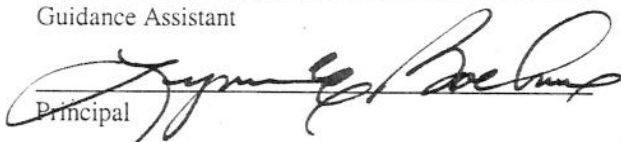
Group	Topic	Number of Students
Boys Group	Life Skills, anger management, relationships, stress	11
Girls Group	Life Skills, anger management, relationships, stress	10
Coed	Study skills, relationships, divorce	10



Counselor


Counselor


Counselor

Guidance Assistant


Principal


Date

September 2003

Student Success Plan - "Snap Shot" Group/USOE "Closing the Gap" Action Plan

School: Evergreen JHS

Counselors participating in the project: Nora Godin, John Tomasi & Heidi Lind

Focus Area: Increase the number of SEOP interventions for identified 9th and 11th grade students.

Statement of Need: (#) of 9th or 11th grade students are not on-line for high school graduation. These students can benefit from more SEOP interventions to ensure that their needs are assessed and that they have a good schedule, knowledge of their interests and abilities, the ability to set and work toward goals, parent involvement, and a plan for school success today and for the future.

Project Description Work with the 9th grade MORE Class on a weekly basis throughout the 2nd Semester of the 2004-2005 school year.

Planned Actions Classroom Presentations, Individual meetings, Study Skills Sessions, Coursework Review Parent meetings, work directly with teacher to coordinate Lesson Plans

Expected Outcomes

An increase in GPA & CPA to at least 2.0

End of Year Report - Were planned actions completed?

What are the measurable outcomes or results?

Most planned actions were completed, classroom presentations not as many as necessary. Did not meet with all parents

Guidelines:

Approach the project as a team – the same goals and planned actions to support a guidance program rather than individual counselor positions in your school.

There is approximately \$400 per counselor available for participation (including career counselors).

The district guidance leaders will provide data on students not on-line for graduation, if needed.

Participation in this project is a requirement from the USOE for on-going funding.

Participation in this project does not preclude participation in a QTSSA project at your school.

Project proposal due to Kent or Judy on or before October 1, 2003.



ENTERED

Comprehensive Counseling and Guidance Program

Annual Report 2004-05

School GRANITE PARK MIDDLE SCHOOL

ENTERED

Are we making progress toward our goals?

- Establish unprecedented low counselor to student ratios.
- Hold individual SEOP intervention meetings with every student at least once during the school year.
- Deliver at least one guidance activity per grade each term.
- Carry out "best practices" for record keeping and tracking of the work you do with every student.
- Identify students for a "snap shot" group who need more SEOP interventions than other students and report measurable results or outcomes of your work with these students. (USOE "Closing the Gap Action Plan" requirement)

System Support

Describe your schools system for tracking and keeping record of your individual [SEOP] meetings/interventions with students. (Attach a separate sheet if necessary.) Each counselor has a 3-ring binder with a page for each student. The reverse of the page is for their second year with us and the 8th grade pages are forwarded to their new school. We also use a spreadsheet to collect the data for easy review. An appointment book is used to schedule students.

In what ways does your school use the district developed SEOP folder?

We have our own SEOP FOLDERS FOR EACH STUDENT BUT WE DO REFERENCE THE district folders.

What would your school consider a "best practice" for SEOP folder utilization - for counselors and for students? We make our own folders for each student. We give the student much of the individual material in the folders for their use but we keep the Gear Up generated information sheets (mostly goals and career interest) and a copy of their CRT results. For us "best practice" means giving the students much of the information with a review of what it means and keeping long term information that may help us in supporting the students goals. When students move out of our school during the year we included the SEOP folder with their Cum. folder and when they move to 9th grade we forward their SEOP's folders to their new school.

Individual Planning	Counselor Dave Hart	Counselor Tina Green	Counselor Lori Henry	Counselor Erin DeLamie	Counselor	Counselor	Totals
Total number of students by counselor caseload (actual number of students from the beginning of the school year - adds and drops included).	246	113	223	113			
Number of students in counselor caseload who have had an individual SEOP intervention meeting with their counselor during the school year.	246	113	223	113			
Number of parents who have met with their student and a counselor in an individual SEOP intervention meeting during the school year.	124	62	193	102			
Total number of individual SEOP intervention meetings by counselor with all students (cumulative).	1,654	566	1,143	877			

RECEIVED

Guidance Curriculum

List counselor *classroom presentations* by grade level and topics addressed. (Attach separate sheet if needed.)

Topic	Grade Level	Scope and Sequence materials used (Yes or No)	Date
TINA CREEL			
Cultural Awareness in the Middle East	8	NO Video of Gulf Countries	3/15/05
Understanding and Tolerance of Ethnic,	7	NO Questionnaire on Arabs	3/18/05
Economic, Religious and Cultural differences and similarities.	8		3/22/05
Bullying and Violence Prevention	8	NO Power Point presentation	5/10/05
	8	NO Video with 5 different scenes	5/12/05
Careers presentation	8	NO Power Point & Parent speaker	5/19/05
			5/20/05
DAVID HART			
18 TLC Classes	7	YES	3/8 → 5/5
2 GROUPS 11 How to talk so parents will listen meetings	7 & 8	NO	2/9 → 3/15 3/30 → 5/4

Guidance Curriculum Evaluation

Have you evaluated the effectiveness of at least one guidance curriculum activity during the school year?
(What did the students learn by participating in the guidance activity, etc.?)

One of our Guidance Curriculum activities was a video tape about people living in the Middle East followed by a discussion. During the discussion the students demonstrated an increased awareness of the oil issues involved, the way of life of "typical teens" in the area, the exonomical forces involved, and the fact that these people had the same concerns and feelings as Americans.

Counselor

Counselor

Counselor

Guidance Assistant

Principal

Counselor

Counselor

Counselor

Career Counselor (high schools)

Date

6/2/5

Guidance Curriculum

List counselor *classroom presentations* by grade level and topics addressed. (Attach separate sheet if needed.)

Topic	Grade Level	Scope and Sequence materials used (Yes or No)	Date
Lori Hendry			
Girls Group	8	NO	3/1 3/8 3/15
Elementary Registration	6	Millcreek NO	2/24
		Woodrow Wilson	2/23
		Hillview NO	2/28
		Moss	3/1
		Lincoln NO	3/2
Suicide Curriculum + Tina Creech	8		3/22 5/13

Guidance Curriculum Evaluation

Have you evaluated the effectiveness of at least one guidance curriculum activity during the school year?
(What did the students learn by participating in the guidance activity, etc.?)

Counselor _____

Counselor _____

Counselor _____

Guidance Assistant _____

Principal _____

Counselor _____

Counselor _____

Counselor _____

Career Counselor (high schools) _____

Date _____

May 2005

Granite District Guidance Program "Snap Shot" Action Plan and Results

Small Group/USOE "Closing the Gap"

School: Granite Park Middle School

Counselors participating in the project: David Hart, Lori Hendry, Tina Creel, Erin Dellamas

Focus Area: Increase the number of SEOP intervention meetings for identified students ("snap shot") group.

Project Description – Statement of Need: Who are the students you have identified for your "snap shot" group and why do they need more SEOP intervention meetings than other students in the school? Granite Park has had a history of low GPA. A 3.0 Club and 4.0 Club were started last year and students have shown improvement, however, there is still a great need for increased GPA with our students.

Coordinate a 3.0 Success Club and 4.0 Principal's luncheon for all students who earn a 3.0 GPA or better and a 4.0 GPA.

Identify a target group

Meet with students to plan strategies to help them get better grades

Involve parents

Plan interventions and rewards

1. Planned Actions (Process Data)

Identify target groups - Students within 2.0-2.9 GPA and Students within 3.0-4.0 GPA

Track these students through meetings and phone calls

Mail letters to parents to gain their support

Plan interventions and rewards to encourage and support better school habits to raise grades

Facilitate meetings with teachers, students and parents to work our success plans for students as required

Compare the number of students with a GPA of 3.0 or better with the 2003-2004 school year and with 1st, 2nd, 3rd and 4th terms in 2004-2005.

Compare the number of students with a GPA of 4.0 with the 2003-2004 school year and with 1st, 2nd, 3rd and 4th terms in 2004-2005



ENTERED

2. Expected Outcomes (What do you anticipate?)

Due to more counselor interventions, students will achieve a higher GPA and our numbers in the 3.0 Club and 4.0 Luncheon will increase.

3. Results Data

Were planned actions completed?

What are the measurable outcomes or results? Attach your documentation (numbers, etc.)

Yes. All planned actions were completed. We would like to be more diligent next year with meeting with our target students. We will also target boys more next year to see if we can increase the boys involved in our success club.

We were able to team up with Gear Up and they were able to fund our activities this year:

1st Term - Pizza Party

2nd Term - Dance

3rd Term - Ice Cream Sundae Party

4th Term - Awards Banquet

More students achieved a 3.0 GPA than in any term in 2003-2004

More students achieved a 4.0 GPA than in any term in 2003-2004

The number of students in the 3.0 Club and 4.0 club decreased as the year progressed. We will address this issue by marketing the 3.0 Club and 4.0 club more next year and being more diligent meeting with our target students. We will also target boys more next year.

(See attached for results data)

Guidelines:

Approach the project as a team – the same goals and planned actions to support a guidance program rather than individual counselor positions in your school. Participation in this project is a requirement from the USOE for on-going funding.

**Granite Park Middle School
"Snap Shot" Group Results**

Year - Term	03/04 - 1st	03/04 - 2nd	03/04 - 3rd	04/05 - 1st	04/05 - 2nd	04/05 - 3rd
3.0 GPA or higher	186	201	180	238	216	198
4.0 GPA	6	10	18	23	17	19

**Comprehensive Counseling and Guidance Program
Annual Report 2004-05**

School HUNTER JR. HIGH

Are we making progress toward our goals?

- Establish unprecedented low counselor to student ratios.
- Hold individual SEOP intervention meetings with every student at least once during the school year.
- Deliver at least one guidance activity per grade each term.
- Carry out ""best practices"" for record keeping and tracking of the work you do with every student.
- Identify students for a "snap shot" group who need more SEOP interventions than other students and report measurable results or outcomes of your work with these students. (USOE "Closing the Gap Action Plan" requirement)

System Support

Describe your schools system for tracking and keeping record of your individual [SEOP] meetings/interventions with students.

(Attach a separate sheet if necessary.) Counselors keep a binder with a tracking sheet for each student in their caseload. Comments and interventions are recorded. Counselors also use a separate sheet for quick record keeping (see attached copies). SEOP conferences with parents are also recorded. (see attached copy). All student and parent visits with the counselors as well as other parent contacts (e-mail, phone calls, etc.) are recorded by the Counseling Assistant on an Excel spreadsheet. Counselors are given a copy of the spreadsheet frequently to see which students have not been seen by the counselor.

In what ways does your school use the district developed SEOP folder? Extra copies of Iowa testing/CRT testing are kept in the student's SEOP folder to give to parents during SEOP meetings. When the 8th and 9th grade students complete a 4-year plan during a counselor-conducted classroom guidance activity, a copy is made of each one and is kept in the SEOP folder to give to the parent at the SEOP meeting. Some of the student's work in TLC activities is filed in the SEOP folder. During the SEOP conference, students set short-term goals and record these on the SEOP folder. Both parent and student sign the SEOP folder, recording the SEOP conference with the counselor.

What would you consider a "best practice" for SEOP folder utilization – for counselors and for students?

The SEOP folder is used as a "line of evidence" of SEOP participation, with parent and student signatures. 9th grade SEOP folders are sent home with the parent at the conclusion of the 9th grade SEOP conference (the high school indicated to us that they don't really use the ones we send to them at the conclusion of the students' 9th grade year). A new SEOP folder is made for each 7th grade student and used through the end of their 9th grade year.

<i>Individual Planning</i>	<i>Steve Beesley 7th Grade</i>	<i>Helen Rathke 8th Grade</i>	<i>Karel Nelson 9th Grade</i>	<i>Totals</i>
Total number of students by counselor caseload (<i>actual number of students from the beginning of the school year – adds and drops included</i>).	359	380	344	1083
Number of students in counselor caseload who have had an <i>individual</i> SEOP intervention meeting with their counselor during the school year.	359	340	344	1043
Number of parents who have met with their student and a counselor in an <i>individual</i> SEOP intervention meeting during the school year.	68	105	190	363
Total number of <i>individual</i> SEOP intervention meetings by counselor with all students (cumulative).	656	687	700	2043
Total number of other parent interventions	70	69	238	377

ENTERED



Guidance CurriculumList counselor *classroom presentations* by grade level and topics addressed. (Attach separate sheet if needed.)

<i>Topic</i>	<i>Grade Level</i>	<i>Scope and Sequence materials used (Yes or No)</i>	<i>Date</i>
TLC Computer Lab – Student Signon & Career Futures	7 th	No	9/23/04
TLC #6	7 th	No	10/21/04
TLC #9	7 th	No	2/10/05
TLC #11	7 th	No	2/15/05
4-year Plan	8 th	Yes	2/22/05
High School Credits/Requirements	8 th	Yes	2/24/05
High School Credits	9 th	Yes	9/2/04
Career Speakers	9 th	No	10/8/04
PTG #1	9 th	No	11/8/04
PTG #2	9 th	No	1/26/05
PTG #3	9 th	No	4/14/05

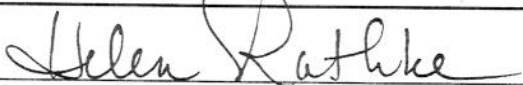
Guidance Curriculum Evaluation

Have you evaluated the effectiveness of at least one guidance curriculum activity during the school year?

(What did the students learn by participating in the guidance activity, etc.?)

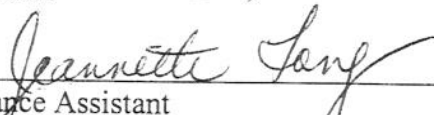
Yes.


The 9th grade students participated in a ½-day Career Speakers activity. They rotated to three different mini-classes with guest speaker and learned about different occupations. (If the guest speaker didn't cover the following information about their occupation, the teachers were prepared to asked the speakers questions regarding what education was required for the occupation, how much money the occupation pays, what additional training is required for the occupation, etc.) We thought this was a very beneficial activity for our 9th grade students in preparing them for their occupational planning. The high school counselors have agreed to attend our Career Day activity next year and speak to our 9th grade students at the conclusion of the mini classes regarding high school credits and requirements.

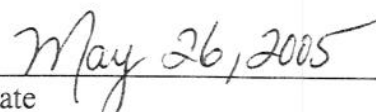

Counselor


Counselor


Counselor


Guidance Assistant


Principal


Date

Hunter Jr. High

[illegible]

Student Name label

Hunter Jr.

[illegible]

May 2

Granite District Guidance Program “Snap Shot” Action Plan and Results

Small Group/USOE “Closing the Gap”

School: HUNTER JR. HIGH

Counselors participating in the project: HELEN RATHKE, KAREL NELSON, STEVE BEESLEY

Focus Area: Increase the number of SEOP intervention meetings for identified students (“snap shot”) group.	
Project Description – Statement of Need: Who are the students you have identified for your “snap shot” group and why do they need more SEOP intervention meetings than other students in the school? To reduce the amount of <u>9th grade students</u> who are at risk of failing <u>English and/or Geography</u> and may not be on line for high school graduation through increased interaction with a counselor through SEOP meetings, setting career goals, parent interaction, letters home, contracts, positive rewards, etc. These two courses cannot be taken during the regular high school curriculum and have to be taken as makeup credit only. The cost to take these classes can be very costly to these students and families who cannot afford it.	
1. Planned Actions (Process Data) A. Conduct a presentation on high school requirements during 1 st week of school. B. Identify 9 th grade students who failed English and/or Geography first term. Meet with these students individually, set goals, give encouragement, etc. C. Send a letter home to parents informing them of their students lack of high school credit in English and/or Geography and the need to take a makeup class. D. Continue through the year to identify students lacking in credit and meet with these students to encourage them to be on line to graduate from high school. E. Correspond with parents through meetings, e-mail, phone calls, etc. F. Meet with students 3 times during the year go over their credits with the Progress Toward Graduation (PTG) sheets.	
2. Expected Outcomes (What do you anticipate?) More 9 th grade students to be on line to graduate from high school as they enter 10 th grade.	3. Results Data Were planned actions completed? What are the measurable outcomes or results? Attach your documentation (numbers, etc.) Yes, all planned actions were completed. ☞see attached “Snapshot Group” Activity Summary ☞see attached Makeup Credit Classes and Credit Earned

Guidelines:

Approach the project as a team – the same goals and planned actions to support a guidance program rather than individual counselor positions in your school. Participation in this project is a requirement from the USOE for on-going funding.

 ENTERED

2004-2005 "SNAPSHOT GROUP" ACTIVITY SUMMARY

1. End of 1st Quarter: All 9th grade students who failed English and/or Geography first term were identified. Letters were mailed home informing the parents. Counselors met with their "snapshot group" students.
2. 2nd Quarter Midterm: All 9th grade students who were failing English and/or Geography at 2nd quarter midterm were identified. Counselors met with these students.
3. End of 2nd Quarter: All 9th grade students who failed English or Geography were identified. Students who failed English and/or Geography 2nd term but did not fail first term were **added** to the original "Snapshot Group," making it twice as large as the original group. Unfortunately, there were more students who failed 2nd term than failed 1st term (30 students failed 1st term and 37 more failed 2nd term despite numerous classroom and other counselor interventions. This is very frustrating to the counselors!!!) Letters were sent home to the parents explaining the makeup credit process. A Granite Peaks makeup credit application was included in this mailing. Counselors met with their "snapshot group" students and strongly encouraged them to take the makeup credit class(es). Money and applications were collected for the makeup classes and taken to the Granite Peaks office at Hunter High School.
4. End of 3rd Quarter: All 9th grade students who failed English and/or Geography for 3rd term were identified. Counselors met with these students and encouraged them to enroll in Granite Peaks summer school to make up their deficient high school credit.
5. Makeup Class Tally: A tally was taken of the students who took the makeup classes for English and Geography. Nine (9) students took the English makeup class for one term (.25) credit. All passed. Three (3) students took English for one semester (.50) credit. Two passed. One student who took English for .50 makeup credit passed .25 credit but failed the other .25 credit. Nine students took Geography for one term (.25) credit. All passed. Three students took Geography for one semester (.50) credit. All passed.
6. 4th Quarter: Counselors met with all of their "Snapshot Group" students.

**Comprehensive Counseling and Guidance Program
Annual Report 2004-05**

School Jefferson Jr. High

ENTERED

Are we making progress toward our goals?

- Establish unprecedented low counselor to student ratios.
- Hold individual SEOP intervention meetings with every student at least once during the school year.
- Deliver at least one guidance activity per grade each term.
- Carry out ""best practices"" for record keeping and tracking of the work you do with every student.
- Identify students for a "snap shot" group who need more SEOP interventions than other students and report measurable results or outcomes of your work with these students. (USOE "Closing the Gap Action Plan" requirement)



System Support

Describe your schools system for tracking and keeping record of your individual [SEOP] meetings/interventions with students. (Attach a separate sheet if necessary.)

Throughout the school year, counselors make appointments for SEOP meetings. As we meet with students and parents, we document the details of the conference and have parents and students sign their SEOP folders. Each student has an SEOP folder. In addition, we maintain a personal data sheet for every student. We document the SEOP interventions, as well as all interventions on the data sheets. This data is maintained on the computer by our guidance assistant. We are able to ensure we meet with all students.

In what ways does your school use the district developed SEOP folder?

Until the 2005-2006 7th grade class, we maintained a district developed SEOP folder for each student. As we meet with students and parents to discuss educational and career goals, we document the main points of the discussion on the folders. We also file additional information generated by the TLC classes and the Career Futures program. These folders are sent to the high school when students advance to 10th grade.

As of the 7th grade class of 2005-2006, district folders were no longer available. As a result, we created a file folder for each student. We will continue to document the SEOP interventions and include signatures.

What would you consider a "best practice" for SEOP folder utilization – for counselors and for students?

It would be good to continue to have SEOP folders available through the district so we can continue consistent documentation. This would benefit students as well.

The coordination of high school and feeder junior high counselors has definitely been a benefit to counselors and students. It is important to continue this as a "best practice".

<i>Individual Planning</i>	<i>Counselor 7th grade</i>	<i>Counselor 8th grade</i>	<i>Counselor 9th grade</i>	<i>Counselor</i>	<i>Counselor</i>	<i>Counselor</i>	<i>Totals</i>
Total number of students by counselor caseload (<i>actual number of students from the beginning of the school year – adds and drops included</i>).	419	480	420				1319
Number of students in counselor caseload who have had an <i>individual</i> SEOP intervention meeting with their counselor during the school year.	418*	478*	420				1316
Number of parents who have met with their student and a counselor in an <i>individual</i> SEOP intervention meeting during the school year.	176	199	197				572
Total number of <i>individual</i> SEOP intervention meetings by counselor with all students (cumulative).	1348	1838	1471				4657

*Student transferred out of school before counselor was able to see them.

Guidance Curriculum

List counselor *classroom presentations* by grade level and topics addressed. (Attach separate sheet if needed.)

Topic	Grade Level	Scope and Sequence materials used (Yes or No)	Date
TLC Lesson #6	7 th		10/12, 13, 14
"Secrets to School Success"	8 th		10/12, 13, 15
High School Credits	9 th		10/5, 14
TLC Lesson #9	7 th		11/22, 23, 24
Suicide & Depression	8 th		1/5, 6
Career Futures Interest Inventory	9 th		1/10, 11
TLC Lesson #11	7 th		1/4, 6, 10
TLC Lesson #15	7 th		3/7, 14, 15
Suicide & Depression	8 th		2/17, 18
Career Futures Flight School, Life on a Budget, & Looking at Occupations	9 th		3/18
TLC Lesson #13a	7 th		5/9, 16, 23
TLC Lesson #13b	7 th		5/11, 18, 25
Bullying	8 th		4/5, 6, 7
PTG & Utah Career Guide	9 th		5/10, 12

Guidance Curriculum Evaluation

Have you evaluated the effectiveness of at least one guidance curriculum activity during the school year?
(What did the students learn by participating in the guidance activity, etc.?)

See attached forms.

Ruth O'Hara
Counselor
Beth Parker
Counselor
[Signature]
Counselor

Lynda Padrick
Counselor
Jamie Jensen
Counselor
Counselor

Cathy Bird
Guidance Assistant
[Signature]
Principal

Lynda
Career Counselor (high schools)
5/25/05
Date

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

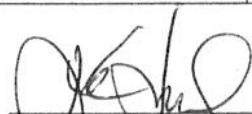
School: Jefferson Junior High School District: Granite School District

Participating Counselors: Beth Pasker, Brad Goodwin, Ruth O'Hara, Lynda Patrick, Jamie Jensen

Target Group: (whole school, entire class) Entire 8th Grade Class

Target Group Selection is based upon the following data/information/school improvement goals: The target group selection was based on the desired to measure the effectiveness of the Department and District Guidance Curriculum. In addition, the Department is working to support the school improvement plan which focuses on increasing literacy and numeracy, and improving school climate.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in what Manner	Resources/Staff Development Needed	Evaluation Methods (how will you measure results)	Start/End Dates	Projected # of Students Impacted
Increase student knowledge of adolescent depression and suicide prevention.	Self knowledge of the influence of a positive self concept and self knowledge of the importance of growth and change	Guidance Curriculum: In class presentation on depression and suicide prevention.	The 8 th Grade Counselor and the Health Teacher	Pre-test and post-test	2/17/05 to 4/7/05	383


Principal's Signature

Date: May 12, 2005

Date of Staff Presentation: Jan 5 & 6 and Feb. 17 and 18



Utah CGP-Guidance Activities Results Report (Large Group) 2004-2005

Due to USOE by June 15, 2005

School: Jefferson Junior High School

District: Granite School District

Participating Counselors: Beth Pasker,

Brad Goodwin,

Ruth O'Hara,

Lynda Patrick,

Jamie Jensen

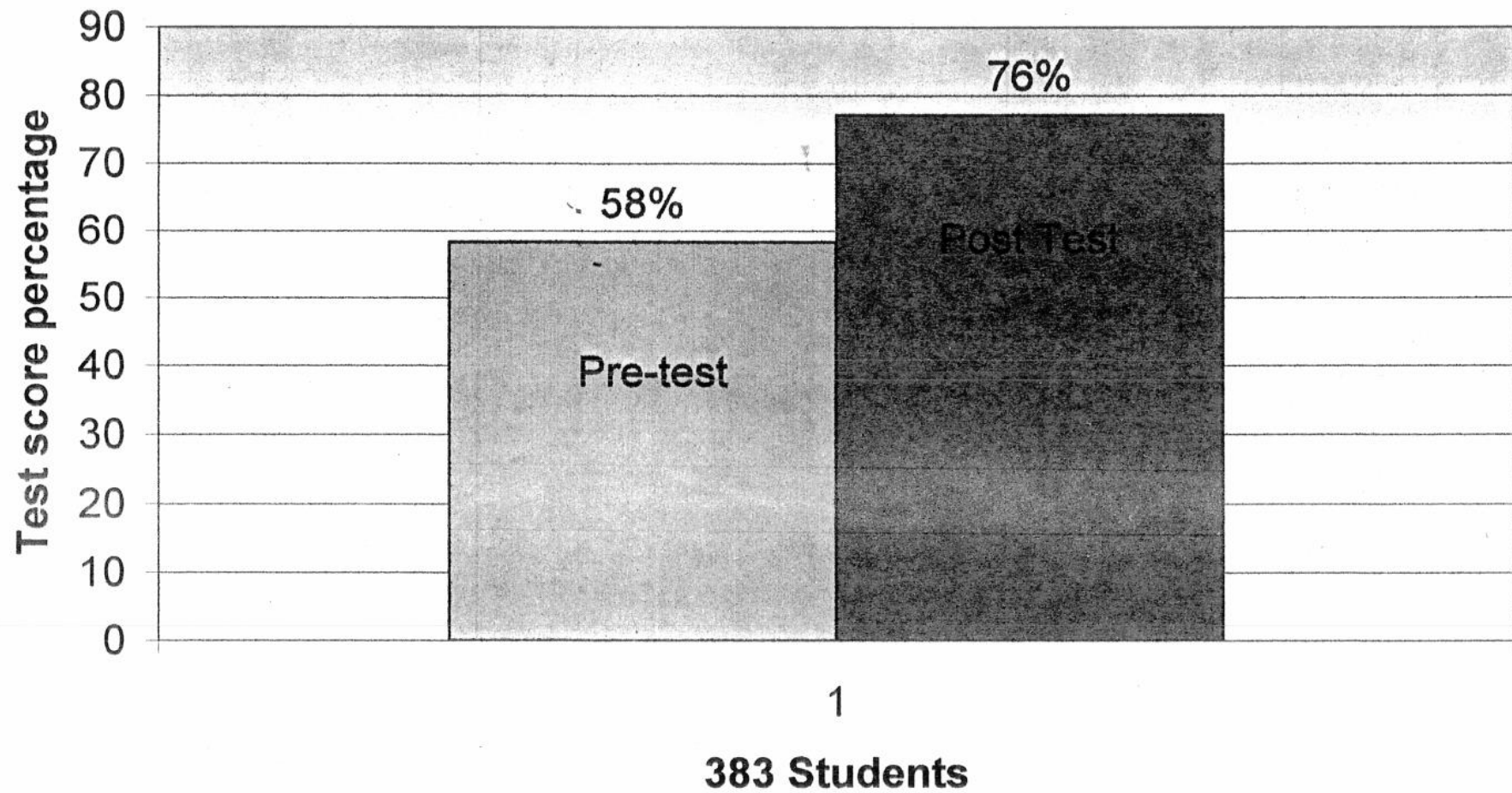
Counselors	Target Group	Curriculum and Materials Used	Start/End Dates	Process Data: Number of students affected	Perception Data: Pre and post test competency attainment or student data	Results Data: Behavior, grades, attendance, achievement data	Implications: What does the data tell you? What can the students do with this now?
8 th Grade	Entire 8 th Grade Class	Guidance Curriculum: In class presentation on depression and suicide prevention.	2/17/05 to 4/7/05	383	Prior to the presentation, a pre-test consisting of 10 questions was given to each of the 383 students. The pre-test was designed to measure student knowledge of the signs and symptoms of depression and methods of preventing suicide. After the two day presentation, the post-test was given, measuring the same concepts as the pre-test.	Student pre-test scores averaged 58 percent, while post-test scores averaged 76 percent. Overall, students increased the percentage of correct answers by 18 percent.	The data indicates that students significantly increased their knowledge of concepts related to depression and suicide. Students gained self knowledge of the influence of a positive self concept and the importance of growth and change. As a result of the presentation, the 8 th grade counselors had 44 interventions with students related to depression and suicide.

Principals Signature

Date: May 12, 2005

Date of Staff Presentation: Jan 5 & 6 and Feb. 17 and 18

8th Grade Suicide and Depression Pre-test and Post-test



May 2005

Granite District Guidance Program "Snap Shot" Action Plan and Results
Small Group/USOE "Closing the Gap"

School: Thomas Jefferson Jr. High

Counselors participating in the project: Ruth O'Hara, Jamie Jensen, Lynda Patrick, Beth Pasker, Brad Goodwin

Focus Area: Increase the number of SEOP intervention meetings for identified students ("snap shot") group.

Project Description – Statement of Need: Who are the students you have identified for your "snap shot" group and why do they need more SEOP intervention meetings than other students in the school?

Snap shot group includes 9th grade students that were identified on the at-risk student data summary provided by the district. Each student in the snap shot group had at least four of the six identified factors. The snap shot group consisted of 40 students. These students are having problems with tardies, attendance, GPA and CPA of less than 1.5, failing classes and discipline suspensions.

1. Planned Actions (Process Data)

1. Schedule reviewed or adjusted as needed to meet future goals.
2. Class presentation regarding high school graduation requirements and future planning.
3. Letter sent out each term to parents of any students who fails English or Geography.
4. Quarterly grades reviewed with students who failed English or Geography.
5. Rewards given to students who show academic improvement.
6. Tutoring information made available to students.
7. Career information and interests and abilities will be discussed with students. Each student will receive a copy of Utah Career Guide.

2. Expected Outcomes (What do you anticipate?)

1. The number of students passing English or Geography in the snap shot group will increase.
2. Every student in the snap shot group failing English or Geography will receive a permission slip to make up credit.
3. Students are making progress toward graduation.
4. Increase cumulative GPA from 8th to 9th grade.
5. To raise cumulative CPA above 1.5.

3. Results Data

Were planned actions completed?

Yes

What are the measurable outcomes or results? Attach your documentation (numbers, etc.)

See attached documentation.

Principal's Signature

Date

Guidelines:

Approach the project as a team – the same goals and planned actions to support a guidance program rather than individual counselor positions in your school. Participation in this project is a requirement from the USOE for on-going funding.

	L	M	N	O	P	Q	R	S
1	Failed 3rd Midterm	Letter sent for midterm	Failed 3rd Term	Letter sent for term	Total Interventions	CUM CPA 9th Grade	CUM GPA 8th Grade	CUM GPA 9th Grade
2					8	2.429	1.98	2.365
3	E	2/25/2005	E	4/8/2005	2	1.952	0.75	0.73
4	G	2/25/2005			4	1.651	0.95	2.571
5					3	2.429	1.32	2
6					4	2.667	0.92	2.815
7					3	2.2	2.22	2.92
8	G	2/25/2005	G	4/8/2005	5	1.381	0.8	1.063
9					3	2	0.77	1.524
10			E	4/8/2005	5	2.19	1.5	1.428
11					5	1.571	0.75	0.826
12					5	2.095	0.97	1.889
13					8	3.2	2.75	3.037
14					2	1.762	1.27	1.492
15					3	1.952	2.25	2.048
16	EG	2/25/2005	EG	4/8/2005	3	0.833	0.75	0.5
17			E	4/8/2005	3	1.571	1.07	0.977
18					6	0.762	0.7	0.682
19	G	2/25/2005			8	1.22	0.825	0.926
20	G	2/25/2005			4	2.19	1.225	1.175
21	EG	2/25/2005			3	1.286	0.4	0.493
22					5	1.762	1.525	0.968
23	G	2/25/2005			2	1.238	1.1	0.889
24					5	1.381	1.571	2.159
25					2	1.905	2.62	2.81
26					7	1.952	1.05	1.413
27					17	1.75	1.05	1.333
28					3	2.429	1.52	1.841
29					12	0.833	0.95	0.7
30					6	1.857	1.1	0.826
31					4	1.762	1.65	2.349
32					2	2.905	1.15	2.587
33	G	2/25/2005	E	4/8/2005	6	1.048	0.72	0.714

	L	M	N	O	P	Q	R	S
34	G	2/25/2005	E	4/8/2005	8	1.524	1.2	0.905
35	G	2/25/2005	G	4/8/2005	5	2.444	1.15	2.093
36	EG ESL	2/25/2005	EG	4/8/2005	5	1.619	0.92	0.603
37					4	1.619	0.55	1.286
38					5	1.435	0.53	0.55
39					1	2	1.88	2.357
40	E	2/25/2005			4	1.238	0.8	1.508
41					4	2.286	0.55	1.477
42					3	1.381	1.08	1.222
43					8	2.65	1.3	2.134
44	E	2/25/2005	E	4/8/2005	9	1.944	0.28	1.648
45					2	2.556	1.48	2.019
46	E	2/25/2005	E	4/8/2005	8	1.786	1.08	1.381
47	EG	2/25/2005	EG	4/8/2005	3	1.19	0.6	0.889
48	EG	2/25/2005	EG	4/8/2005	8	0.81	0.68	0.508
49					10	1.286	1.18	2.492
50					1	1.571	0.85	1.143
51	G	2/25/2005	G	4/8/2005	2	1	0.58	0.365

Jefferson Junior High Snapshot Group Explanation

Column A - Students who meet the criteria for the snapshot group. Total number of students in the snapshot group began with 50. However, during the year 10 have withdrawn. This makes the total number of our snapshot group 40.

Column B – Number of risk factors for each student.

Column C – All students in the snapshot group are 9th graders.

Column D – Following the 1st mid-term the 9th grade counselor discussed with every 9th grade student the following:

- a. Importance of passing all classes in the 9th grade.
- b. Graduation requirements needed.
- c. Consequences of failing classes.
- d. How to make up credits if classes are failed.
- e. Electronic High School.
- f. Tutoring information.

Column E – Students who failed English or Geography at midterm 1st term. There were 19.

Column F – A letter was sent home to the parent of each student failing English or Geography at midterm.

Column G – Students who failed English or Geography 1st term. There were 14. Five of the students failing at midterm passed 1st quarter.

Column H – A letter was sent home to the parent of any student failing English or Geography 1st term. The letter explained that these classes would need to be made up before the student could take driver's education or graduate from high school. An explanation of how to make up the credit was given.

Column I – Students who failed English or Geography 2nd term. There were 12.

Column J – A letter was sent home to the parent of any student failing English or Geography 2nd term. The letter explained the process of making up failed credits.

Column K – A total of 14 students have taken advantage of Granite Peaks program to make up failed credits in English or Geography. Of these students, two are from the snapshot group.

Column L – Students failing English or Geography at midterm 3rd term. There were 15.

Column M – A letter was sent home to the parent of any student failing English or Geography at midterm.

Column N – Students who failed English or Geography 3rd term. There were 13.

Column O – A letter was sent home to the parent of any student failing English or Geography 3rd term. A make-up permission form needed by the high school for Granite Peaks enrollment was given to each student in the snap shot group. An explanation was given about how to enroll in summer school.

Column P – Total number of interventions the counselor had with each student during their 9th grade year.

Column Q – Students cumulative CPA. There were 68% of the snap shot group that had a CPA above 1.5.

Column R – Individual cumulative GPA for snap shot group for 8th grade.

Column S – Individual cumulative GPA for snap shot group for 9th grade. It is significant that 72% of the students in the snap shot group raised their cumulative GPA as 9th grade students.

**Comprehensive Counseling and Guidance Program
Annual Report 2004-05**

School Hearns Jr

ENTERED

Are we making progress toward our goals?

- Establish unprecedented low counselor to student ratios.
- Hold individual SEOP intervention meetings with every student at least once during the school year.
- Deliver at least one guidance activity per grade each term.
- Carry out "best practices" for record keeping and tracking of the work you do with every student.
- Identify students for a "snap shot" group who need more SEOP interventions than other students and report measurable results or outcomes of your work with these students. (USOE "Closing the Gap Action Plan" requirement)

System Support

Describe your schools system for tracking and keeping record of your individual [SEOP] meetings/interventions with students. (Attach a separate sheet if necessary.)

through appointment Book (see attached) individual counselors keep personal notebook for counselor comments & notes. Summary screen on HP & computer spreadsheet for counselor.

In what ways does your school use the district developed SEOP folder?

we use this in the classroom with the students as a group lesson. Also utilized at individual meetings with students & parents. The folders also keep Career Counselor & Cops Assessments.

What would you consider a "best practice" for SEOP folder utilization, - for counselors and for students?

Counselors should send SEOP folder to High School when they move to 9th grade & also keep Guidance Assistant to mail them to any school the student moves to.

Individual Planning	Counselor 7th	Counselor 8th	Counselor 9th	Counselor	Counselor	Counselor	Totals
Total number of students by counselor caseload (actual number of students from the beginning of the school year - adds and drops included).	394	404	395				
Number of students in counselor caseload who have had an <i>individual</i> SEOP intervention meeting with their counselor during the school year.	374	396	327				
Number of parents who have met with their student and a counselor in an <i>individual</i> SEOP intervention meeting during the school year.	324	357	34				
Total number of <i>individual</i> SEOP intervention meetings by counselor with all students (cumulative).	945	2008	771				

Guidance Curriculum

List counselor **classroom presentations** by grade level and topics addressed. (Attach separate sheet if needed.)

Topic	Grade Level	Scope and Sequence materials used (Yes or No)	Date
June Start	7	no	Aug 20
TLC Welcome + Intros	7	"	Aug 31
Day Planners	7	"	Sept 17
Lesson #9 TLC	7	Sept 20, 23, 24	
Cops	8th	Nov 3 & 4	
PTGs	9th	Nov 18, 3-23-11	
Get to know class	9th	Dec 6th	
TLC Lesson #11	7th	Jan 24, 25 & 26	
TLC classes career futures	7	Feb 8, 9 & 10	
TLC Lesson #15	7	Feb 15, 17 & 22	
Classroom presentations	8	March 7	

Guidance Curriculum Evaluation

Have you evaluated the effectiveness of at least one guidance curriculum activity during the school year?
 What did the students learn by participating in the guidance activity, etc.?)

See attached self assessment form in TLC class which I had given from one of our leadership cadre meeting
 Sheri Plott

Counselor

Counselor

Counselor

Counselor

Counselor

Counselor

Guidance Assistant

Career Counselor (high schools)

Principal

Date

Guidance Curriculum

List counselor *classroom presentations* by grade level and topics addressed. (Attach separate sheet if needed.)

Topic	Grade Level	Scope and Sequence materials used (Yes or No)	Date
TLC Lesson #13A	7 th	April 4, 5, 7	
TLC Lesson #13B	8	April 27	26+1
Reality Town	9 th	May 23+24	
assemblies	5 th	May 18+19	
TLC Lesson #6	7	April 3, 4, 5	

Guidance Curriculum Evaluation

Have you evaluated the effectiveness of at least one guidance curriculum activity during the school year?
(What did the students learn by participating in the guidance activity, etc.?)

Line Block
Counselor

Counselor

Counselor

Guidance Assistant

Principal

Counselor

Counselor

Counselor

Career Counselor (high schools)

Date

Guidance Curriculum

List counselor *classroom presentations* by grade level and topics addressed. (Attach separate sheet if needed.)

Topic	Grade Level	Scope and Sequence materials used (Yes or No)	Date
Day Planners	7	no	Sept 17
Learning Styles lesson #9	7	"	Sept 22
			" 23
			" 24
↓			
Personalities lesson #6		"	Jan 3, 4, 5
Non-traditional occup. lesson #11			Jan 24
"			" 25
"			" 26
TLC class Library Career futures			Feb 8
"			" 9
"			" 10

Guidance Curriculum Evaluation

Have you evaluated the effectiveness of at least one guidance curriculum activity during the school year?

(What did the students learn by participating in the guidance activity, etc.?)

See attached.

I use a self assessment form for the students in TLC class which I got from one of our ~~leader~~ Leadership Cadre presentations @ KJH.

Tina Ploch

Counselor

Counselor

Counselor

Counselor

Guidance Curriculum

2

L Counselor classroom presentations by grade level and topics addressed. (Attach separate sheet if needed.)

Topic	Grade Level	Scope and Sequence materials used (Yes or No)	Date
Lesson #15 Get All You Can	7	no	Feb 22
"	↓		Feb 17
Lesson #13a	7	"	April 4
"	↓		" 5
"	↓		" 7
Lesson #13 B	7	"	April 27
"	↓		" 26
Lesson #19 SEOP meetings			May 18
			March 2005

Guidance Curriculum Evaluation

Have you evaluated the effectiveness of at least one guidance curriculum activity during the school year?
(What did the students learn by participating in the guidance activity, etc.?)

Sean P. ...
Counselor

Counselor

Counselor

Counselor

YOUR TICKET OUT

Today I learned:

YOUR TICKET OUT

TODAY I LEARNED:

that you can have split personalities
that there was a guy named holland who created this diagram
more about how I am
that I am like a social and realistic person. I like social better!
The principle is a persuader
That I would defiantly be a helper, because I'm really goo with helping
people and I'm also understanding
That I am a Creator, Helper, and a Thinker
Marine biologist is actually a thinker
That persuader is someone who convinces people to do something
There's a lot of careers to do. Actually I'm a Doer. I never new there
was a doer, thinker, creator, helper, persuader, and organizer. This is
all I learned
That I'm a Doer case i go outside and work with tools and athletic.
That my highest score in a career is artistic That there are 6 different
job personalities. I'm artistic. I don't now what that means but I like to
tell people how to solve their problems.
The holland thingy
I learned that some guy made a chart with six different categories
which are Doer, Thinker, Creator, helper, persuader, organizer.
I learned that I will most likely go into social work. I really thought I
would become a cosmetologist.
that I have several personalities that fit me like Doer, Thinker,
Persuader and organizer.
That to be able to succeed in a business world , you need to be able to
work together. You also need willing participants.
I learned that throw out your whole lief people will be there that don't
listen & that you need to be a team
That you can lose something really fast if you don't pay attention

I learned that teamwork is important, and that you should work together to make decisions.

Its good to work as a team. We all helped each other.

The candy didn't matter team work did.

To have confident in everybody in your team and if you set your goal someday you'll make it by practicing.

That to be a good business dude you have to interact with your teammates.

It doesn't matter what gender you are to get any job that usually, before WWII men were secretaries

You can't judge a book by it's cover. Just because someone's wearing a tie doesn't mean they work in an office, teacher, & judge ok.

No matter what gender you are doesn't mean you can't get a certain job. Like I want to be a forensic scientist that don't mean I can't be one.

Not to judge a book by it's cover when it comes to jobs, or anything else. It doesn't matter if you're a boy or girl you can get whatever job you want to do if you work hard.

That you don't have to be a boy or a girl to do a certain job.

That in the real world you have to be and bossy to get to the top.

That in order to get input you have to tell people the reason for your choices.

How working in a team is hard because I like to be in control.

that it's fun to work with people you might know very well, because it's a great way to get to know them. I really liked this activity and learned it is fun to work in groups.

Teamwork in a really fun way.

that in order to win you have to see what all of the people have and go last and that you have to cooperate I also learned how to work in teams.

We had to trust are team people in order to win.

About cooperation and choosing one vote without arguing. P.S. I learned we couldn't eat the candy.

How to work in a team and how to read instructions

It's good because it makes it so you all pitch in and it makes you try really hard.

Competition is good because you can learn more by your mistakes

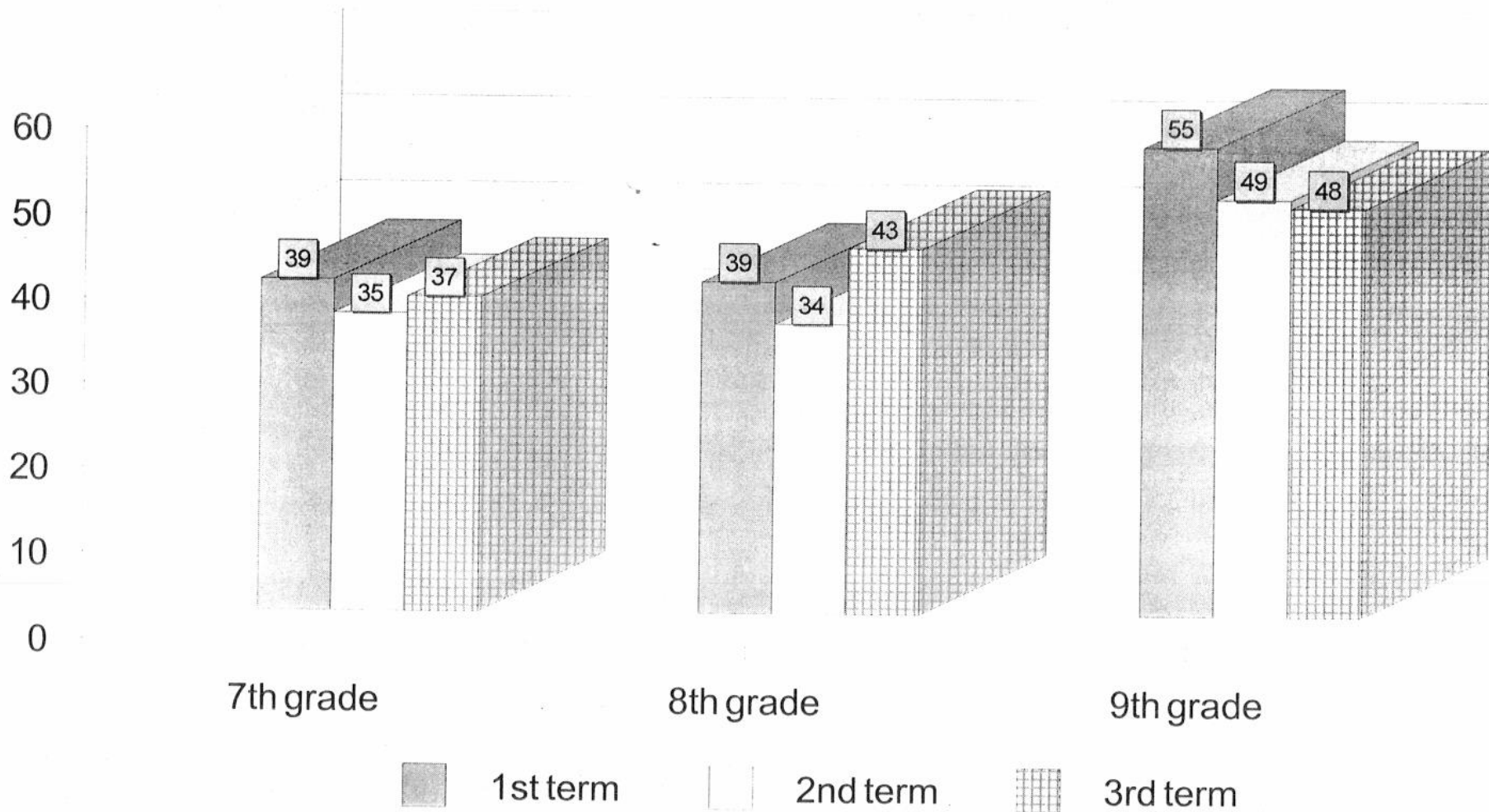
How to cooperate. Listen to others statements.

I think competition is good to teach you team work and cooperation.

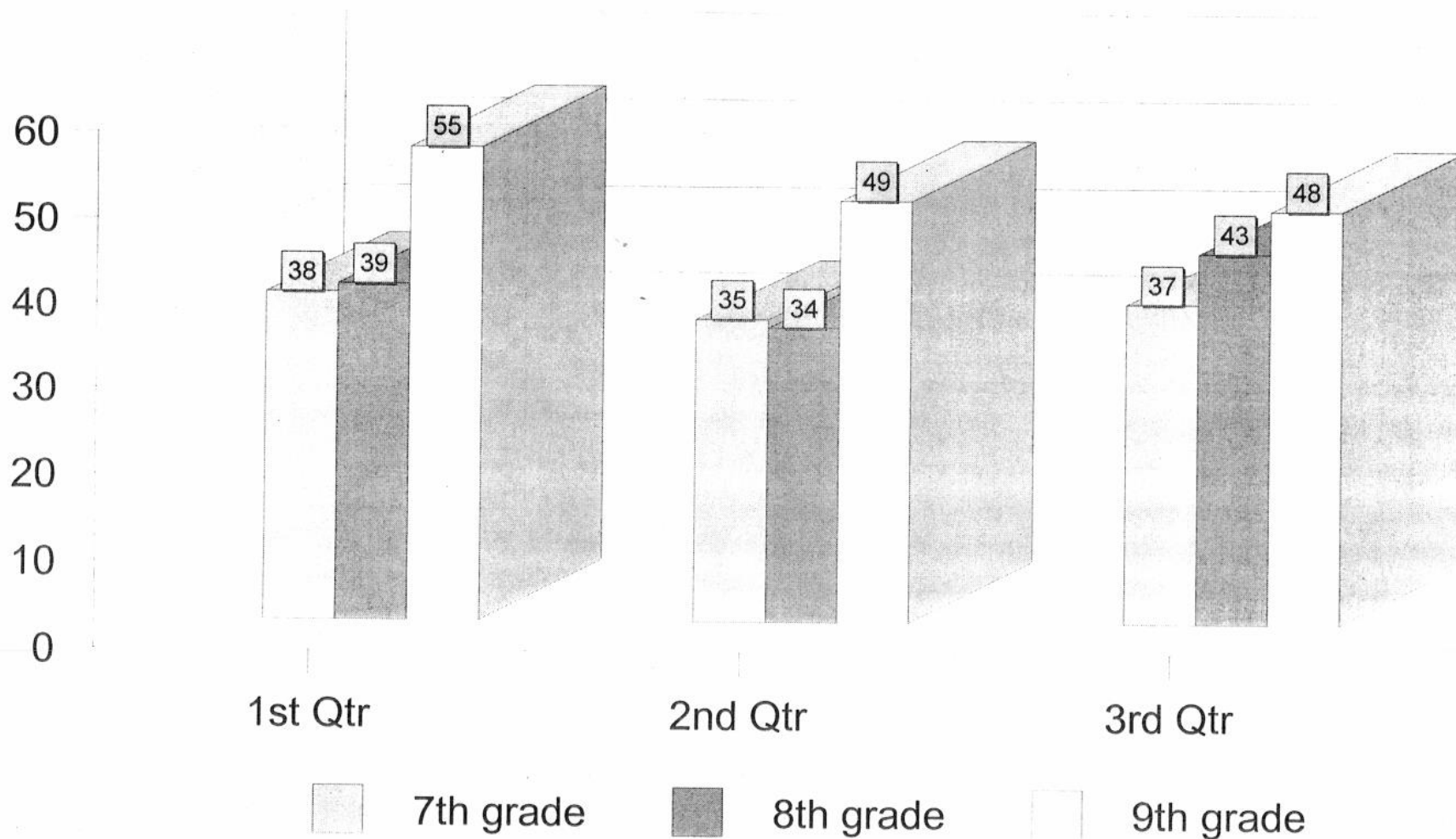
I learned that sometimes what may seem like a bad decision may actually be the best one.

**Closing the Gap Action Plan
Super Star Program
At
Kearns Junior High
For
2004-2005 school year**

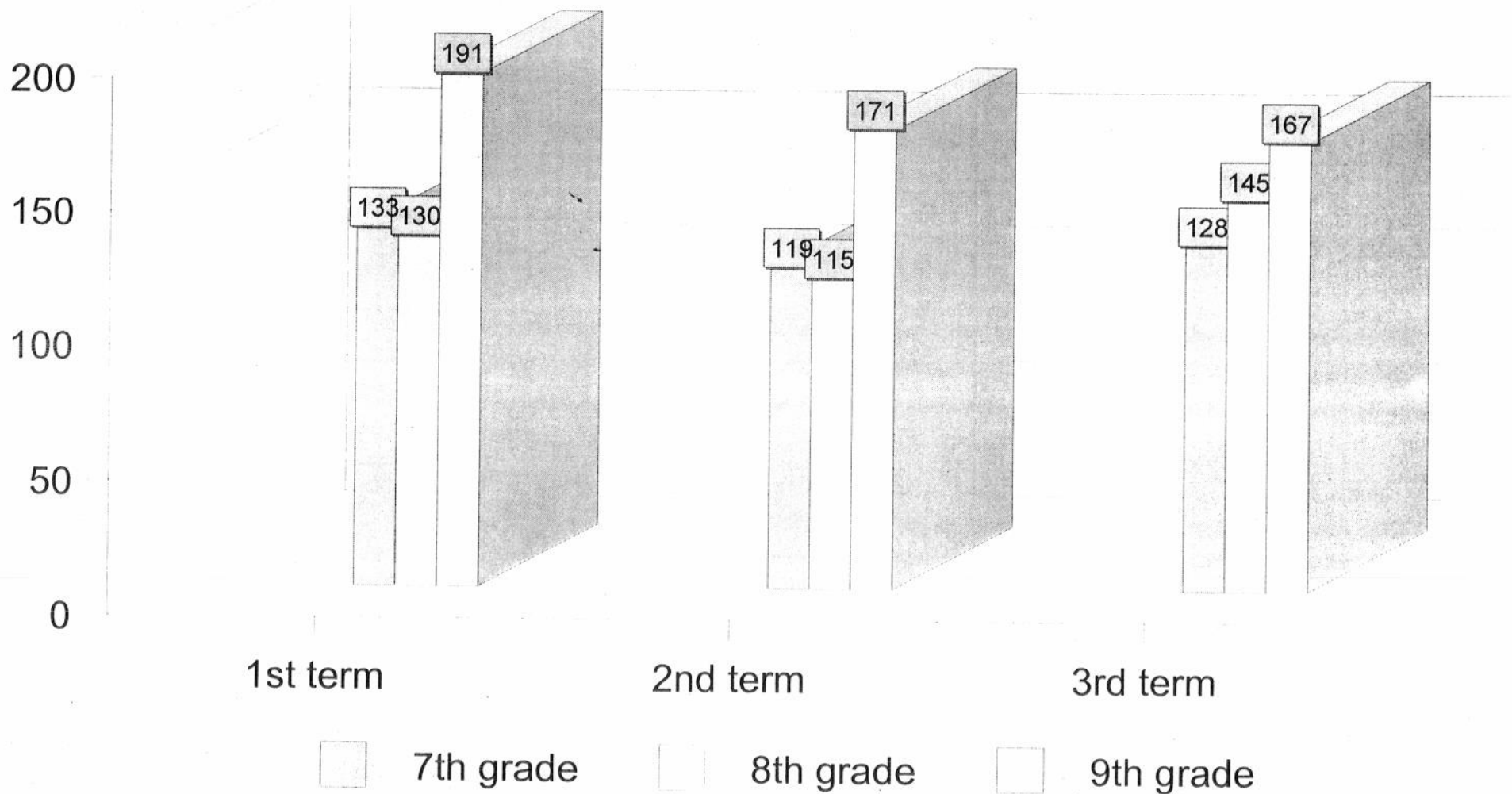
Percentage of Super Stars for 2004-2005 per quarter



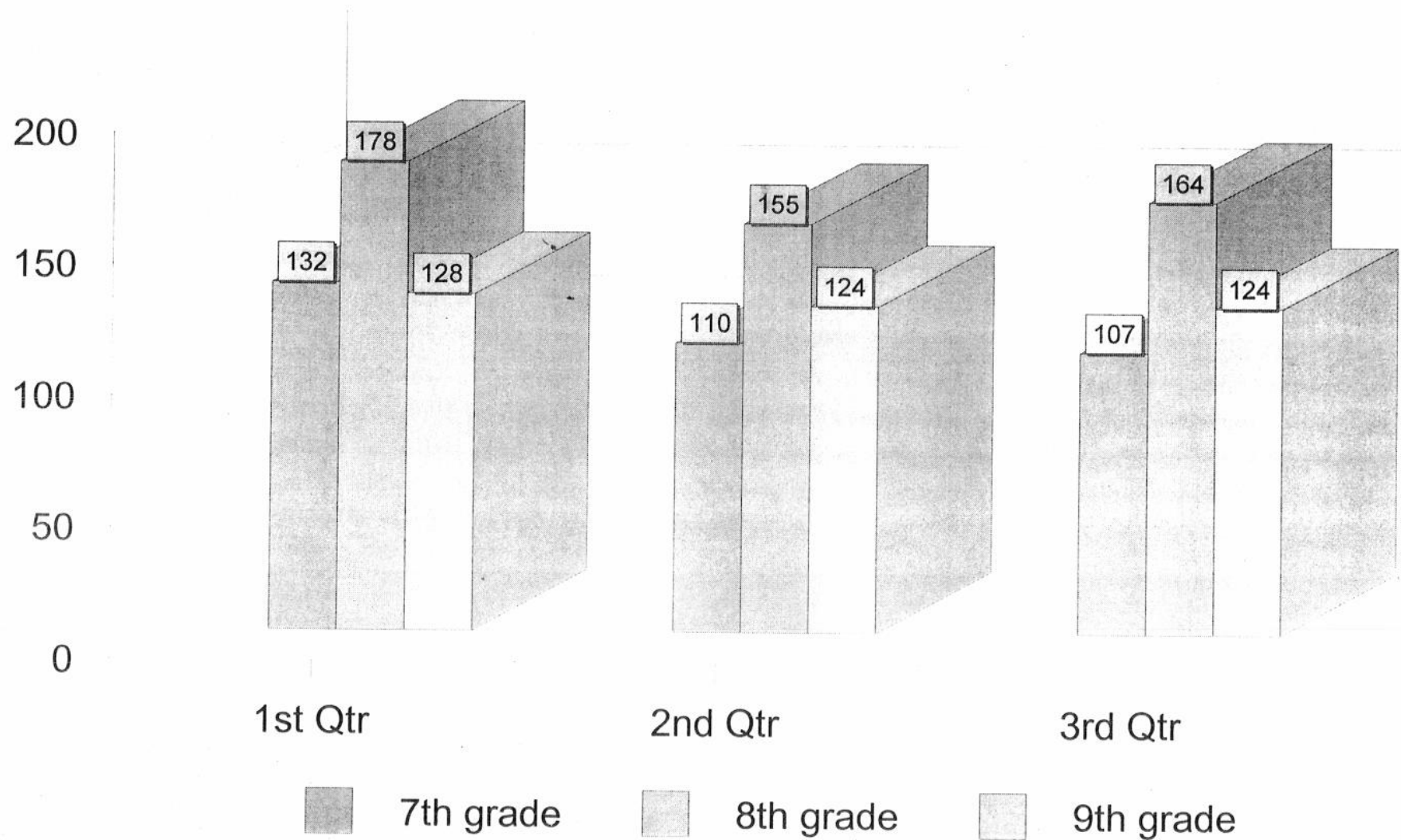
Percentage of Super Stars for 2003-2004 per quarter



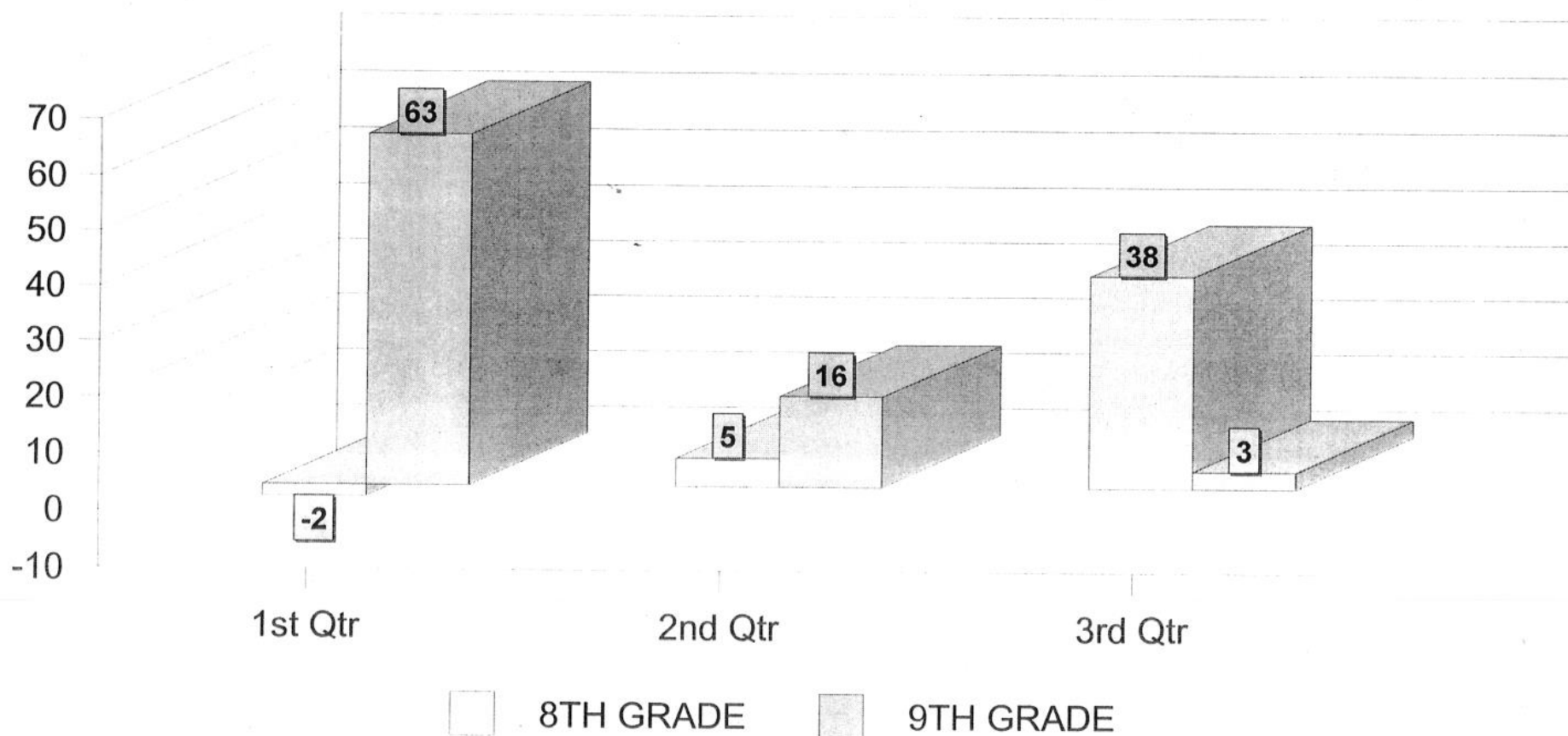
Total Number of Super Stars for 2004-2005 per quarter



Total Number of Super Stars for 2003-2004 per quarter



Comparison of Super Stars for 2004 and 2005



Super Star Program Data Overview

These students were compared between 2004 and 2005 school years.

8th graders in the previous slide were the 7th graders in 2004

9th graders in the previous slide were the 8th graders in 2004

Data indicates that there is an overall growth of students participating in the Super Star Program at Kearns Junior High between these 2 years.

However, the increase in students participating can not always be maintained. Student momentum can and does decline through out the school year. Yet overall it appears that the Super Star Program does help to initiate student achievement despite the fact that the subjects in our action plan are not the exact same subjects.

**Comprehensive Counseling and Guidance Program
Annual Report 2004-05**

School Kennedy Jr. High

ENTERED

Are we making progress toward our goals?

- Establish unprecedented low counselor to student ratios.
- Hold individual SEOP intervention meetings with every student at least once during the school year.
- Deliver at least one guidance activity per grade each term.
- Carry out "best practices" for record keeping and tracking of the work you do with every student.
- Identify students for a "snap shot" group who need more SEOP interventions than other students and report measurable results or outcomes of your work with these students. (USOE "Closing the Gap Action Plan" requirement)

System Support

Describe your schools system for tracking and keeping record of your individual [SEOP] meetings/interventions with students. (Attach a separate sheet if necessary.) We use SCAATAP which is a comprehensive time-task manager. We can enter our entire day with every student contact, including class presentations, SEOP, responsive services broken down by type, system support, etc.

In what ways does your school use the district developed SEOP folder? We have always used it but this year we did not receive any.

What would your school consider a "best practice" for SEOP folder utilization - for counselors and for students?
Parents are able to review student plans and testing at a glance.
We are able to verify parent involvement.

Individual Planning	Counselor Mayne	Counselor Vaughan	Counselor Williams	Counselor	Counselor Mayne	Counselor Vaughan	Totals Williams
Total number of students by counselor caseload (actual number of students from the beginning of the school year - adds and drops included).	403	423	460		403	423	460
Number of students in counselor caseload who have had an individual SEOP intervention meeting with their counselor during the school year.	SEOP only 403	only formal meetings 423	460		SEOP all other 1102	1266	1303
Number of parents who have met with their student and a counselor in an individual SEOP intervention meeting during the school year.	313	289	317		212	235	224
Total number of individual SEOP intervention meetings by counselor with all students (cumulative).	716	712	777		1314	1501	1537

Guidance Curriculum

List counselor classroom presentations by grade level and topics addressed. (Attach separate sheet if needed.)

Topic	Grade Level	Scope and Sequence materials used (Yes or No)	Date
Academic Development; Life-long learning ^{Standard A}	7	Yes	Oct, 2004 Feb, 2005
Academic Preparation ^{Choices Standard B}	7, 8	Yes	Oct. 2004 Nov. 2004
Future Career Goals ^{Choices}	8, 9	Yes	Oct. 2004 Feb 2005
Interpersonal Skills	7, 8	Yes	Feb 2005 Apr 2005
Decision Making (TLC)	7, 8, 9	No	Oct. 2004 Nov. 2004
Safety and Survival	8	Yes	Dec. 2004
Multiple Intelligences	7	Yes	Oct. 2004 Nov. 2004
Depression and Suicide	7, 8, 9	No	Feb 2005 May 2005
Bullying	8	No	Feb 2005
PTG	9	NA	May 2005

Guidance Curriculum Evaluation

Have you evaluated the effectiveness of at least one guidance curriculum activity during the school year?
(What did the students learn by participating in the guidance activity, etc.?)

Pre-post test given by MR. Vaughan for his Choices training.

100% of students understand the SEOP process post-test.

80% of students understand connections between learning styles and Career choices.

Xenia Mayne
Counselor
Michael Vojtko
Counselor
Jeanie Williams
Counselor

Counselor

Counselor

Counselor

Naomi H. Fildes
Guidance Assistant

Career Counselor (high schools)

Howard Szege
Principal

5/16/05
Date

May 2005

Granite District Guidance Program "Snap Shot" Action Plan and Results

Small Group/USOE "Closing the Gap"

School: Kennedy Jr High

Counselors participating in the project: Mayne, Williams School Year 2004-2005

Focus Area: Increase the number of SEOP intervention meetings for identified students ("snap shot") group.

Project Description -- Statement of Need: Who are the students you have identified for your "snap shot" group and why do they need more SEOP intervention meetings than other students in the school?
85 ninth graders who failed English and/or Geography during terms 1 & 2. These students needed extra SEOP to schedule and plan make-up credit.

1. Planned Actions (Process Data) Met w/student and parent (when possible) to offer early credit make-up for English and Geography. 85 students were placed in Directed Studies as a class during school. Others were enrolled for home study packets under the direction of Mrs. Williams. Others were referred to EHS.

2. Expected Outcomes (What do you anticipate?)

Credit Make-up.

3. Results Data

Were planned actions completed?

What are the measurable outcomes or results? Attach your documentation (numbers, etc.)

To Date (May 16, 2005):

19 students have made up credit in Directed Studies.
12 students have made up credit w/ Home Studies packets.

Guidelines:

Approach the project as a team -- the same goals and planned actions to support a guidance program rather than individual counselor positions in your school. Participation in this project is a requirement from the USOE for on-going funding.



ENTERED

Comprehensive Counseling and Guidance Program

Annual Report 2004-05

School Matheson Jr. High

ENTERED

Are we making progress toward our goals?

- Establish unprecedented low counselor to student ratios.
- Hold individual SEOP intervention meetings with every student at least once during the school year.
- Deliver at least one guidance activity per grade each term.
- Carry out "best practices" for record keeping and tracking of the work you do with every student.
- Identify students for a "snap shot" group who need more SEOP interventions than other students and report measurable results or outcomes of your work with these students. (USOE "Closing the Gap Action Plan" requirement)

System Support

Describe your schools system for tracking and keeping record of your individual [SEOP] meetings/interventions with students. (Attach a separate sheet if necessary.)

Seop 1) District SEOP folder
 Interv 2) School form. Excell database/printout
 3) Counselor Notes for each student

In what ways does your school use the district developed SEOP folder?

File, collect individual guidance projects, testing

What would you consider a "best practice" for SEOP folder utilization - for counselors and for students?

To collect & provide for students & parents information which will help them prepare for high school options & career ideas

	2 nd	8 th	9 th				
Individual Planning	Counselor Carling	Counselor Turner	Counselor Leaman	Counselor	Counselor	Counselor	Totals
Total number of students by counselor caseload (actual number of students from the beginning of the school year - adds and drops included).	394	366	381				
Number of students in counselor caseload who have had an individual SEOP intervention meeting with their counselor during the school year.	379	308	355				
Number of parents who have met with their student and a counselor in an individual SEOP intervention meeting during the school year.	235	113	194				
Total number of individual SEOP intervention meetings by counselor with all students (cumulative).	1869	821	1014				

Guidance Curriculum

List counselor *classroom presentations* by grade level and topics addressed. (Attach separate sheet if needed.)

Topic	Grade Level	Scope and Sequence materials used (Yes or No)	Date
Carling 9 th grade			
Reality Town	9 th	No	12/15/04
Making High School Count	9 th	No	Oct 13, 04
Reality Town	9 th	No	12/7-12/21 04
Grade Assembly	7-8(9)	No	April 6, Sept 1, 04
Leaman 7 th grade			
Reality Town	9 th	No	12/15/04
Careers TLC Mr. Clark	9 th	No	Nov 1, 04
Career Development TLC Ms. Rockwood 7		No	Jan 3, 4 05
Career Development TLC Mr. Clark 7		No	Jan 5, 6 05

Guidance Curriculum Evaluation

Have you evaluated the effectiveness of at least one guidance curriculum activity during the school year?
(What did the students learn by participating in the guidance activity, etc.?)

We did a Reality Town wrap-up session and processed why some students ran short of funds. We determined that more education = more money. They loved it.

Counselor

Counselor

Counselor

Guidance Assistant

Principal

Counselor

Counselor

Counselor

Career Counselor (high schools)

Date

Guidance Curriculum

List counselor *classroom presentations* by grade level and topics addressed. (Attach separate sheet if needed.)

Turner Topic	Grade Level	Scope and Sequence materials used (Yes or No)	Date
8 th grade			
Grades - Future Choices	8 th	No	12/7 12/21 04
Reality Town	9 th	No	" "
Career Choices	9 th	No	Feb 05
Emotions / Suicide	8 th	Yes	Oct - March
Computer Training	ALL	No	Oct - March
Job Types TLC	7 th	No	Oct 7 04
Academics ms. Gustafson	8 th	No	Sept 29 04
Academics ms. Hyde	8 th	No	Sept 13 04
PTGS mr. Beals	9 th	Yes	Nov 8 04
Career Interest Surveys	8 th	No	Feb 3 04

Guidance Curriculum Evaluation

Have you evaluated the effectiveness of at least one guidance curriculum activity during the school year?
(What did the students learn by participating in the guidance activity, etc.?)

Counselor

Counselor

Counselor

Guidance Assistant

Counselor

Counselor

Counselor

Career Counselor (high schools)

Principal

Date

Comprehensive Counseling and Guidance Program

Annual Report 2004-05

School Olympus Jr. High

ENTERED

Are we making progress toward our goals?

- Establish unprecedented low counselor to student ratios.
- Hold individual SEOP intervention meetings with every student at least once during the school year.
- Deliver at least one guidance activity per grade each term.
- Carry out "best practices" for record keeping and tracking of the work you do with every student.
- Identify students for a "snap shot" group who need more SEOP interventions than other students and report measurable results or outcomes of your work with these students. (USOE "Closing the Gap Action Plan" requirement)

System Support

Describe your schools system for tracking and keeping record of your individual [SEOP] meetings/interventions with students. (Attach a separate sheet if necessary.)

Each counselor keeps a daily log of student + parent contact. Group SEOP attendance logs (for parents + students) were also kept.

In what ways does your school use the district developed SEOP folder?

We use the folder to keep guidance activity worksheets etc, Parent + student documentation for SEOPs.

What would you consider a "best practice" for SEOP folder utilization - for counselors and for students?

Logistical + practical issues make it difficult to use the folder as designed. It has simply become a folder. We feel it would be best to have an online portfolio.

Individual Planning	Counselor	Counselor	Counselor	Counselor	Counselor	Counselor	Totals
Total number of students by counselor caseload (actual number of students from the beginning of the school year - adds and drops included).							
Number of students in counselor caseload who have had an individual SEOP intervention meeting with their counselor during the school year.		See Attached					
Number of parents who have met with their student and a counselor in an individual SEOP intervention meeting during the school year.							
Total number of individual SEOP intervention meetings by counselor with all students (cumulative).							

RECEIVED

MAY 2 2005

Guidance Curriculum

List counselor **classroom presentations** by grade level and topics addressed. (Attach separate sheet if needed.)

Topic	Grade Level	Scope and Sequence materials used (Yes or No)	Date
TLC Orientation & Real Game	7	no	9-04
Intake interview)	7	no	9-04
Personality	7	no	11-04
Boardwalk	7	no	4-05
Registration	7	no	3-05
Exit Interviews	7	no	5-05
7 th grade SEOP's	7	no	1-05
Intake Interviews	8	no	10-04
Depression/Suicide prevention	8	no	11-04
8 th grade SEOP's	8	no	11-04
8 th Why School?	8		11-04

(see attached)

Guidance Curriculum Evaluation

Have you evaluated the effectiveness of at least one guidance curriculum activity during the school year?
What did the students learn by participating in the guidance activity, etc.?)

Yes. How to access their counselor.

Theresa Wolk
Counselor

S. J. Hubertson
Counselor

Angie Wiseman
Counselor

Brenda Dahle
Guidance Assistant

[Signature]
Principal

Counselor

Counselor

Counselor

Career Counselor (high schools)

5/25/05
Date

Guidance CurriculumList counselor *classroom presentations* by grade level and topics addressed. (Attach separate sheet if needed.)

Topic	Grade Level	Scope and Sequence materials used (Yes or No)	Date
8 th grade depression / suicide	8	no	2-05
8 th registration	8	no	2-05
8 th exit interviews	8		5-05
9 th "High School Counts"	9	no	9-04
9 th Intake Interviews	9	no	9-04
Reality Town	9	no	10-04
SEOP's	9	no	11-04
Registration	9	no	2-05
Exit interviews	9	no	5-05

**Olympus Junior High School
Counseling Center - May 26, 2005**

Susan Harbertson

Total number of students in Counselor's caseload	333
Total number of students who have met individually with their counselor during the year.	334
Total number of individual meetings (interventions) by counselor with students, cumulative.	2223
Total number of parents who have met individually with their student and counselor.	250

Ivy Wiseman

Total number of students in Counselor's caseload	179
Total number of students who have met individually with their counselor during the year.	179
Total number of individual meetings (interventions) by counselor with students, cumulative.	979
Total number of parents who have met individually with their student and counselor.	127

Thrella Walk

Total number of students in Counselor's caseload	346
Total number of students who have met individually with their counselor during the year.	346
Total number of individual meetings (interventions) by counselor with students, cumulative.	2329
Total number of parents who have met individually with their student and counselor.	277

May 2005

Granite District Guidance Program "Snap Shot" Action Plan and Results
Small Group/USOE "Closing the Gap"

School: Olympus Jr. High

Counselors participating in the project: Susan Harbertson & Thrella Walk

Focus Area: Increase the number of SEOP intervention meetings for identified students ("snap shot") group.

Project Description – Statement of Need: Who are the students you have identified for your "snap shot" group and why do they need more SEOP intervention meetings than other students in the school? The MESA students are our "snap shot" group. Historically, these students have been under represented in math and science fields.

1. Planned Actions (Process Data)

1. Counselors did classroom presentations to encourage participation in MESA.
2. Follow up to assist in application process
3. Met with students monthly

2. Expected Outcomes (What do you anticipate?)

Improved grades in math & science

3. Results Data

Were planned actions completed?

What are the measurable outcomes or results? Attach your documentation (numbers, etc.)

Yes. See attached
"a watched pot never boils"

Guidelines:

Approach the project as a team – the same goals and planned actions to support a guidance program rather than individual counselor positions in your school. Participation in this project is a requirement from the USOE for on-going funding.

ENTERED

Comprehensive Counseling and Guidance
Annual Report 2004-2005

ENTERED



School: Valley Jr. High Date: May 13, 2005

Comprehensive Counseling and Guidance

Are we moving toward our goals?

- Establish unprecedented low counselor to student ratios.
Hold individual SEOP intervention meetings with every student at least once during the school year.
Deliver at least one guidance activity per grad each term.
- Carry out "best practices" for record keeping and tracking of the work you do with every student.
- Identify Granite School District ""best practices"" for record keeping and tracking of the work counselors do with every student.

Describe your school's system for tracking and keeping record of your [SEOP] meetings/interventions with students.

SEE ATTACHED

In what ways does your school use the district developed SEOP folder?

What would you consider a "best practice" for SEOP folder utilization-for counselors and for students?

SEE ATTACHED

	6 th Grade	7 th Grade	8 th Grade	9 th Grade	Totals
Total number of students by counselor caseload.	302	334	302	317	1255
Number of students in counselor caseloads who have met <i>individually</i> with their counselor during the school year (SEOP/interventions).	285	1218	1803	1350	4656
Number of parents who have met <i>with their students and a counselor</i> during the school year.	285	333	307	332	1257
Total number of <i>individual</i> meetings (interventions) by counselor with all students (cumulative).	302	278	245	28	853

List counselor *classroom presentations* by grade level. Topics addressed. (Attach separate sheet if needed.)

Topic	Grade Level	Date
TLC Orientation	7	8/26/04
1 st Grade Day	7	8/20/04
Career Day	7,8,9	1/13/05
E Choices	9	9/21,22,23/04
Choices	8	11/23,24,25/04
Packets & Information	9	9/14/04
Reality Town	9	11/4/04
Reality Check	9	9/28/04
9 th grade Makeup Credit	9	2/14/05
Progress towards Graduation	9	4/19,20/05
Resumes	9	9/20/04
Career Magazines	8	4/30/05
Career Futures	7	12/04
SEOP's small group	7,8,9	1/05 through 3/05
TLC Activity	7	5/30/05
Diversity and Acceptance	7	9/28/04
Diversity and Acceptance	7	10/5/04
Diversity and Acceptance	7	10/7/04
Life Strategies	9	All year
Peer Leadership	9	1/05 to present
Anti-tobacco presentations	7,8,9	2/24/05
Boys Groups	7	All year
Girls Groups	7	All year
Small Group counseling	7	All year

Mystie Sawyer
Counselor

Clark Packard
Counselor

Nancy Hurd
Counselor

Kim Wright
Guidance Assistant

[Signature]
Principal

5/16/05
Date

5/16/05
Date

5/16/05
Date

5/16/05
Date

5-16-05
Date

System Support

Describe your school's system for tracking and keeping record of your individual (SEOP) meetings/interventions with students.

We send out individual letters to each family with an appointment time for their SEOP meeting (they may change the time by calling us). Reminders are sent out to current students the day before. Elementaries are given the dates for their children's appointments. Sixth grade student SEOP's are done by school not alphabetically. When the families arrive they sign in. When they leave they also sign the SEOP folder. If a current student's parent/s do not come to the SEOP we hold the small group and individual SEOP with the student. If a 6th grader and their parents do not come we go to the elementary school and meet with the student and our clerk does a follow-up call to the parents to confirm that the student is coming to Valley and to see if they have further questions.

In what ways does your school use the district developed SEOP folder?

We maintain a folder for each student. Folders are forwarded when a student leaves the school to attend another junior high or high school. We start out in the 7th grade with information from their TLC classes and print outs from Career Futures. We add to the folder each year during SEOP meetings and other activities such as Reality Town and Choices. We place grade and testing in the folders.

We individually use the folders in meetings with students and parents. For instance, if a student has poor grades we often pull the folder and connect what they are doing in school with their goals for the future. If a student and parents come in for a second SEOP regarding early graduation or college entrance we use the folder to help us give advise. We connect their goals to specific courses they need to take or tech prep programs they may want to apply for in high school. We use the folder with all students but they are most helpful at the top and bottom of the achievement list. We need to develop more ways to use them with the "average" kid.

What would your school consider a "best practice" for SEOP folder utilization – for counselors and for students?

We sincerely hope that the folders will be used all six years of secondary school and will be given to seniors as a record of the development of their goals and progress in school. We do not give them their permanent records but being given the SEOP folders can be an important 6 year record of their goals and progress. They have seen the folder each year at least once (usually more) and are told each time materials are added to it.

7th Grade

Total number of students in Counselor's caseload	334
Total number of students who have met individually with their counselor during the year.	333
Total number of individual meetings (interventions) by counselor with students, cumulative.	1218
Total number of parents who have met individually with their student and counselor.	277

8th Grade

Total number of students in Counselor's caseload	302
Total number of students who have met individually with their counselor during the year.	307
Total number of parents who have met individually with their student and counselor	245
Total number of individual meetings (interventions) by counselor with students, cumulative.	1803

Total number of students in Counselor's caseload	317
Total number of students who have met individually with their counselor during the year.	332
Total number of individual meetings (interventions) by counselor with students, cumulative.	1350
Total number of parents who have met individually with their student and counselor.	28

9th grade

May 2005

Granite District Guidance Program “Snap Shot” Action Plan and Results

Small Group/USOE “Closing the Gap”

School: Valley Jr. High

Counselors participating in the project: Myrtie Sawyer, Charlene Packard and Holly Lineback

Focus Area: Increase the number of SEOP intervention meetings for identified students (“snap shot”) group.

Project Description – Statement of Need: Who are the students you have identified for your “snap shot” group and why do they need more SEOP intervention meetings than other students in the school? We decided to focus on the entire 9th grade. They often do not realize the importance of their credits/GPA and citizenship as freshmen in high school. We have tried other strategies in the past to impress upon them how important 9th grade is, but with limited success. We felt that spending more time with them and making more parent contacts we might be able to send them on to the high schools with more credits, a higher CPA and more information about the link between school and future success.

1. Planned Actions (Process Data)

1. Send out letters at the end of terms 1,2,3 to parents detailing failed core classes with a permission slip to attend night school enclosed.
2. Put a message on the bottom of the mid-term to alert the parents of the consequences of failing 9th grade core classes.
3. Continue to have the Granger counselors come after mid term to talk to all 9th grade English classes about high school requirements.
4. Attach a message about potential consequences of failing to 9th grade mid terms handed out at P/T conferences. A poster wouldn't hurt too. Mail out those not picked up at the conference if they are failing.
5. Call down small groups failing English and geography after first term.
6. Give out progress toward graduation sheets to all 9th graders and explain requirements and opportunities.

 **ENTERED**

2. Expected Outcomes *(What do you anticipate?)*

We hoped that fewer students would fail classes and more of them would make up missing credits. We hoped that citizenship would go up as well. But since we do not have data to compare with last year's freshmen we can't compare year to year yet. We did compare quarter to quarter and compiled the make-up credits earned to date.

3. Results Data

Were planned actions completed?

What are the measurable outcomes or results? Attach your documentation (numbers, etc.)

We were actually able to do more than we anticipated. We did send the letters each term and for 3rd term we were able to include the permission slip to attend Closing the Gap (A+) computer lab make up classes here at Valley after school. We have had great success with this and it prompted more meetings with individuals and small groups of students who need to make up credits and citizenship. We did give out the PTG's to all 9th graders and explained graduation requirements, make-up, electronic high school, college and tech prep. as well. We did put the message at the bottom of the 1st mid-term and attached a sheet to those with failing core grades and handed them out at P/T conferences (We mailed those whose parents did not come.). The Granger counselors did come after mid term and before Echoices, Reality Town and the first report card. We have worked with students between 1.5 and 2.0 citizenship to help them clear absences this term. We gave out grade profiles to all students during Echoices and twice to all students making up credits in the A+ make-up classes. We have had a total of 43 quarter credits made up so far and students are trying to complete another 33 by the time the class ends. All students missing credits have been talked to at least twice in addition to the written communications with parents. The letters generate many phone calls and some parent visits.

Guidelines:

Approach the project as a team – the same goals and planned actions to support a guidance program rather than individual counselor positions in your school.

Participation in this project is a requirement from the USOE for on-going funding.